DOCUMENT RESUME

ED 114 578 CE 005 436

TITLE	Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Teachers.
INSTITUTION	EPD Consortium D, Richardson, Tex.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE	[30 Jun 75]
NOTE	181p.; For related documents, see CE 005 435-437
EDRS PRICE	MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS	Data Analysis; Questionnaires; *State Surveys; Tables (Data); *Task Analysis; *Task Performance; *Time; Vocational Education; *Vocational Education Teachers
IDENTIFIERS	*Texas

ABSTRACT

A mail survey of vocational-techncial teachers in Texas was conducted to identify tasks performed, knowledge required, and amount of time spent in the performance of these tasks. A questionnaire was given to 1,149 vocational-technical teachers with 85 percent responding. The teachers were classified according to vocational program areas and were asked to identify the tasks they performed and the time spent on each of 105 given tasks in the areas of: instructional planning, execution, and evaluation; program planning, development, and evaluation; management; guidance; school-community relations; student vocational organization; professional role and development; and coordination. Data are arranged according to vocational education program areas and a composite analysis of the data across program areas was also performed. Each task was analyzed in the following areas: rank by percent of respondents performing, cumulative sum of average percent time spent by all respondents, average percent time spent by all respondents, average percent time spent by respondents performing, and percent of respondents performing. It was concluded that the respondents could identify the tasks performed and the amount of time required. The research offers useful information for curriculum decision making and developing instructional programs. A bibliography is included and the questionnaire appended. (EC)

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ENTIFICATION OF CTUAL TASKS PERFORMED AND RELATIVE AMOUNT OF TIME SPENT ON TASKS BY VOCATIONAL-TECHNICAL TEACHERS

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IDENTIFICATION OF ACTUAL TASKS PERFORMED AND RELATIVE AMOUNT OF TIME SPENT ON TASKS BY VOCATIONAL-TECHNICAL TEACHERS

Submitted to

The Division of Occupational Research
and Development, Department
of Occupational and Technical
Education, Texas Education
Agency
Contract Number 52350159

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ABSTRACT

This report presents the results of a study designed to first identify tasks typically performed by vocational-technical teachers and secondly, to determine the relative amount of time spent performing these tasks. Seven random samples were drawn from the population of vocational-technical teachers in Texas. The samples corresponded to seven distinct program areas. These areas were: Trade and Industrial Education; Distributive Education; Homemaking; Vocational Office Education; Health; Agriculture Education; and Occupational Orientation. Questionnaire methodology was utilized using an approach developed, validated, and reported by Christal (1) and applied by Lovelace (3). The contents of the questionnaire consisted of 105 tasks and subtasks derived from competencies validated in earlier studies by Pope (4,5). Analyses performed on the data included both individual program analyses and one analysis for the total group of 980 respondents (85 percent of the sample selected).

The results of the study consist of a validated set of tasks and subtasks useful for curriculum decision making in any training program. Not only are the tasks ranked according to the number of vocational-technical teachers in each program area who perform the task, but relative percent of time spent performing the task is also given.

While a great deal of similarity was noted across program areas, very distinct differences were evidenced. This information along with other data are presented in the body of the report.

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PREFACE

The study reported in this document represents the work of many people. One group that devoted many hours to the project was the tasks development committee which had the responsibility of writing tasks and subtasks from the competencies identified in an earlier study. Serving on this panel were: Drs. Linda Keeling, Texas Woman's University; Don Knotts, Prairie View A & M University; Earl H. Knebel, Texas A & M University; Fairchild Carter, North Texas State University; Doyle Holder, North Texas State University; Max Jobe, East Texas State University; Allena Pace, Sam Houston State University; Camille Bell, Texas Tech University; and John Hayes, East Texas State University.

The study would not have been possible without the cooperation of the vocational-technical teachers who responded to the survey instrument. The project director and staff are very much indebted to this group.

Consultants for the project included Drs. E. V. Huffstutler, Professor of Educational Administration; and Earl McCallon, Associate Professor of Educational Research, North Texas State University. Special acknowledgments are due Mr. Wayne Milligan and Mrs. Kay Kienast, research assistants for the project.

Special acknowledgment should be given to Bill E. Lovelace (3) who designed a technique for the separation of identified competencies into tasks and subtasks.

INTRODUCTION

The research reported in this document grew out of a need to identify tasks actually performed by vocational-technical instructional personnel in Texas and to determine the relative amount of time spent performing each task. This information is very important for decision making where efforts toward the development or modification of curricula are undertaken.

The study revolved around two primary objectives. These were (1) to differentiate tasks and subtasks from competencies identified in earlier studies by Pope (4,5); and (2) to determine the relative amount of time spent on each identified task.

To accomplish these objectives, specific procedures were developed to translate the competencies validated by the earlier studies (mentioned above) into tasks and subtasks. This was done by means of a panel of experts. Once this had been done, appropriate questionnaire methodology was employed to obtain data from a representative sample of vocational-technical teachers in the state.

In doing this, vocational-technical teachers were first stratified into seven program areas. Once this had been done, simple random samples with strata were drawn using a table of random samples. Listed below are the seven program areas and the samples that were drawn.

Program Area	Sample Size
Trade and Industrial Education	200
Distributive Education	200
Homemaking	200
Vocational Office Education	200

Program Area	Sample Size
Health	109
Agriculture Education	200
Occupational Orientation	40

This report presents the information supplied by these vocational-technical instructors.

A careful review of the literature revealed that curricula for teacher education programs are typically developed on the basis of (1) what teachers and teacher educators perceive that teachers should be able to do or know; (2) the relative importance of these perceptions; and (3) hypothesized roles of teachers with no distinction being made between tasks and subtasks. Any curriculum developed to prepare individuals for an occupation should be based on an analysis of that occupation. A complete analysis of an occupation should include both an identification of actual tasks performed and knowledge required, and the relative amount of time spent on each task performed. It was with these considerations in mind that this study was undertaken.

PLANNING AND MANAGEMENT CONSIDERATIONS

Work on the research project reported in this document was done during the July 1, 1974, through June 30, 1975, time period. Initial planning resulted in the identification of three major phases for the project. These phases represent natural divisions for a discussion of the planning and management procedures followed in the project.

Development of Tasks and Subtasks

Phase I (July 1, 1974 through October 31, 1974)

During this period of time the competencies identified in the studies by Pope (4,5) were separated into tasks and subtasks. This was done by a nine-member panel of experts. Included on this panel were: Drs. Linda Keeling, Texas Woman's University; Don Knotts, Prairie View A & M University; Earl H. Knebel, Texas A & M University; Fairchild Carter, North Texas State University; Doyle Holder, North Texas State University; Max Jobe, [illegible]st Texas State University; Allena Pace, Sam Houston State University; Camille Bell, Texas Tech University; and John Hayes, East Texas State University.

The results of the work performed by this group is reflected in the questionnaire (See Appendix A) utilized in the survey. As a final validation procedure, each task contained in the questionnaire was required to have been identified as an appropriate task by at least seven of the nine members on the validation panel.

Development and Distribution of Survey Instruments

Phase II (November 1, 1974 through February 28, 1975)

During this phase of the project the survey instrument was constructed, pilot tested, and finalized. The samples of vocational-technical instructional personnel were drawn and the instruments printed and mailed. Construction procedures for the questionnaire were in accordance with the developmental work reported by Christal (1).

Collating and Analysis of Data

Phase III (March 1, 1975 through April 30, 1975)

During this period of time, survey instruments were secured, coded, and prepared for computer analysis. Appropriate statistical programs were written and/or modified to perform the necessary analyses. These computer programs were then tested for accuracy. As a final step, the survey information was processed and the results placed into statistical summary tables.

Response rates from the survey groups were good. Listed below are the sample groups and the rate of return:

Program Area	Return Rate
Trade and Industrial	78%
Distributive Education	82%
Homemaking	89%
Vocational Office Education	87%
Health	75%
Agriculture Education	71%
Occupational Orientation	87%

Development of Final Report

Phase IV (May 1, 1975 through June 30, 1975)

The final report for the project was written during this period. This involved a final interpretation of the survey data and the preparation of 100 copies of the report for the Division of Occupational Research and Development, Department of Occupational Education and Technology, Texas Education Agency. In addition to the final report, interim project reports were developed by the survey team in accordance with the requirements specified by the project director.

INSTRUMENT DEVELOPMENT

The survey instrument used a format adapted from job inventory questionnaires utilized by the Department of Defense (1). The instructions were very simple and the method for responding convenient and easy (See Appendix A for a copy of the instrument). The respondents were first asked to check tasks they performed and then to go back and rate (using a seven-point scale) the estimated time spent on the task.

The instrument was comprised of 105 tasks (or subtasks). These tasks had been formulated by a panel of nine experts in the field of vocational-technical instruction. This panel worked from a list of 300 validated competencies that had been identified in studies conducted by Pope (4,5).

The tasks on the survey instrument were divided into ten sections. These were: Instruction: Planning; Instruction: Execution; Instruction: Evaluation; Program Planning, Development, and Evaluation; Management; Guidance; School-Community Relations; Student Vocational Organization; Professional Role and Development; and Coordination.

DESCRIPTION OF POPULATION

The population for the study consisted of all vocational-technical instructors in the state of Texas. This group was divided into seven subpopulations. These were: Trade and Industrial Education; Distributive Education; Homemaking; Vocational Office Education; Health; Agriculture Education; and Occupational Orientation. Of the 1,149 teachers in the survey 980 (85 percent) returned the survey instrument. Of those responding, 481 (49 percent) were males; 460 (47 percent) were females; and 39 (4 percent) did not indicate their sex.

Table 1 presents the number of respondents by program area. A good representation from each group was obtained. The 47 persons who responded but did not indicate their program area were included in the total group analysis but, of course, excluded in the individual program analyses.

Table 1

NUMBER OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY PROGRAM AREA

Program Area	Frequency
Trade and Industrial Education	157
Distributive Education	164
Homemaking	178
Vocational Office Education	175
Health	82
Agriculture Education	142
Occupational Orientation	35

Table 1 (Continued)

NUMBER OF VOCATIONAL TEACHERS RESPONDING TO
TASK SURVEY BY PROGRAM AREA

Program Area	Frequency
Other	0
Not Reporting	47

Table 2 groups the respondents by age categories. The median age was approximately 40 years. On the whole, the group was rather heterogeneous on this variable.

Table 2

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO
TASK SURVEY BY AGE CATEGORIES

Categories (AGE)	Frequency	Percent
21-24	43	4.39
25-29	174	17.76
30-34	127	12.96
35-39	137	13.98
40-44	130	13.27
45-49	104	10.61
50-54	119	12.14
55-59	59	6.02
60-up	28	2.86
Not Reporting	59	6.02

Tables 3 and 4 depict the respondents with respect to organization and population. Approximately 70 percent were in a preemployment laboratory or shop environment and were classified as regular instructional personnel as opposed to CVAE or handicapped.

Table 3

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TEST SURVEY BY ORGANIZATION

Organization	Frequency	Percent
Preemployment laboratory or shop	307	31.33
Cooperative Training	425	43.37
Other	198	20.20
Not Reporting	50	5.10

Table 4

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY POPULATION CATEGORIES

Categories	Frequency	Percent
Regular	771	78.67
Coordinated Vocational Academic Education	164	16.73
Handicapped	12	1.22
Other	7	0.71
Not Reporting	26	2.65

Categories for respondents by years of teaching experience are presented in Table 5. Approximately 54 percent of the respondents had nine years or less. Once again, the group was rather evenly distributed over the categories.

Table 5

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS TEACHING EXPERIENCE

Years	Frequency	Percent
1-2	134	13.67
3-5	194	19.80
6-9	197	20.10
10-14	158	16.12
15-19	109	11.12
20-up	159	16.22
Not Reporting	29	2.96

With respect to the number of years in present assignment, the respondents indicated approximately 33 percent had been in their present assignment two years or less and about 63 percent five years or less. These data are presented in Table 6.

Table 6

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN PRESENT ASSIGNMENT

Years	Frequency	Percent
1-2	328	33.47
3-5	288	29.39
6-9	185	18.88
10-14	62	6.33
15-19	32	3.27
20-up	45	4.59
Not Reporting	40	4.08

The respondents were also asked to indicate how much experience they had had in other approved vocational-technical programs. Table 7 presents this summary. Most of the respondents (78 percent) had no other vocational-technical experience. When asked about related vocational experience, almost half (46 percent) indicated none. However, 18 percent indicated three to five years. This information is presented in Table 8.

Table 7

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN OTHER VOCATIONAL-TECHNICAL PROGRAMS

Years	Frequency	Percent
0	765	78.06
1-2	66	6.73

Table 7 (Continued)

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS IN OTHER VOCATIONAL-TECHNICAL PROGRAMS

Years	Frequency	Percent
3-5	58	5.92
6-9	36	3.67
10-14	25	2.55
15-19	13	1.33
20-up	17	1.73

Table 8

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS OF RELATED VOCATIONAL EXPERIENCE

Years	Frequency	Percent
0	448	45.71
1-2	74	7.55
3-5	174	17.76
6-9	85	8.67
10-14	72	7.35
15-19	60	6.12
20-up	67	6.84

Table 9 presents the number of years of occupational experience the respondents had in their present assignment. The respondents clustered into two categories: zero years (27 percent) and three to five years (26 percent).

Table 9

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY NUMBER OF YEARS OCCUPATIONAL EXPERIENCE IN PRESENT ASSIGNMENT

Years	Frequency	Percent
0	269	27.45
1-2	97	9.90
3-5	253	25.82
6-9	121	12.35
10-14	77	7.86
15-19	50	5.10
20-up	113	11.53

Two questions on the survey instrument dealt with the highest degree held by the respondents and whether the respondent had either majored or minored in education in obtaining an earned degree. This information is presented in Tables 10 and 11. More than half of the respondents (53 percent) held a baccalaureate degree while 32 percent had completed a master's. Seven percent (7%) had only a high school diploma. This information is found in Table 10. With respect to the major or minor in education question, 71 percent indicated that they had either majored or minored in education on one degree (Table 11).

Considering the fact that about 85 percent of the respondents had a degree (Table 10), it is safe to say that definitely the majority of respondents had majored or minored in education at some point in their college careers.

Table 10

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY HIGHEST DEGREE EARNED

Degree	Frequency	Percent
Doctorate	2	0.20
Masters	313	31.94
Baccalaureate	519	52.96
Associate	26	2.65
High School Diploma	70	7.14
Other	38	3.88
Not Reporting	12	1.22

Table 11

FREQUENCY AND PERCENT OF VOCATIONAL TEACHERS RESPONDING TO TASK SURVEY BY MAJOR OR MINOR ON ANY DEGREE IN EDUCATION

Response	Frequency	Percent
Yes	693	70.71
No	235	23.98
Not Reporting	52	5.30

DATA COLLECTION PROCEDURE

During the November 1, 1974, through February 28, 1975, time period, questionnaires were mailed to the sample of vocational-technical teachers in the state. This represented a random sample of teachers in each program area. A second questionnaire was mailed to those not responding in the first wave. The respondents were asked to indicate each of the tasks they performed and then to rate the amount of time they spend in performing the task. A space was provided for the respondents to add additional tasks and rate these tasks. No tasks were added, indicating that the 105 tasks included on the instrument apparently covered the tasks typically performed by the teachers.

STATISTICAL ANALYSIS PROCEDURES

The survey instrument was designed to be keypunched directly from the form. Once the data were reduced to card input, statistical computer programs were written to tabulate the participant data reported in the Description of Population section.

A special computer program was also developed to analyze the information on tasks. This program was designed to (1) count the number of respondents performing each task; (2) calculate the percent of respondents performing a task; (3) determine the average percent of time spent by respondents performing the task; (4) calculate the percent of time spent by all respondents on a given task; (5) indicate the cumulative sum of the average percent of time spent by all respondents on the tasks; and (6) rank the tasks by percent of respondents performing each task.

Once the information had been computed, it was placed into tables to facilitate interpretation. These tables are presented in the next section.

PRESENTATION AND DISCUSSION OF RESULTS

Two approaches to the analysis of the survey data were utilized. First, information from the respondents was divided by program area. This produced seven sets of data, corresponding to the following groups: Trade and Industrial Education; Distributive Education; Homemaking; Vocational Office Education; Health; Agriculture Education; and Occupational Orientation. A second approach utilized was to combine across these groups and analyze the data producing composite information.

Trade and Industrial Education

Table 12 presents the results for the Trade and Industrial Education group of teachers. Among the 105 tasks listed, task number 43, "uphold acceptable standards of student behavior in vocational classrooms and laboratories," was the only task reported performed by 100 percent of the teachers, although 18 tasks were reported performed by 90 percent or more of the teachers. On the other extreme, two tasks were reported as performed by 11 percent or less of the respondents. These tasks were:

96. arrange with a union to make contract provision for student learners.

90. supervise student teachers.

In considering the relative amount of time spent on each task, the teachers reported spending less than two percent of their time on any one task, however, the percent was generally more than one percent. Consequently, the distribution of time over tasks was rectangular.

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	100.0	1.74	1.74	1.74	1
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	98.2	1.69	1.66	3.40	2
19.	formulate a system of grading consistent with school policy.	97.6	1.48	1.41	4.81	3*
38.	prepare purchase request for approved vocational equipment and supplies.	97.6	1.54	1.51	6.32	3*
54.	demonstrate a regard for and an interest in the students as individuals.	97.6	1.78	1.74	8.06	3*
40.	supply administrators with data for vocational reports required by the state department of education.	96.4	1.49	1.44	9.50	6*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
52.	develop constructive working relationships among students.	96.4	1.71	1.65	11.15	6*
4.	prepare a lesson plan.	95.8	1.39	1.33	12.48	8
39.	structure a filing system for records and report forms used in a vocational course.	95.2	1.49	1.42	13.90	9
17.	establish criteria for evaluating student performance.	94.6	1.42	1.34	15.24	10*
88.	evaluate your personal and professional abilities and limitations.	94.6	1.56	1.48	16.72	10*
46.	arrange for the storage and security of vocational supplies and equipment	94.0	1.51	1.42	18.14	12*
59.	present information to students on employment opportunities.	94.0	1.57	1.48	19.62	12*
16.	give an illustrated talk.	91.7	1.39	1.27	20.89	14*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
53.	encourage students to discuss career aspirations.	91.7	1.57	1.44	22.33	14*
6.	develop original instructional materials.	91.1	1.52	1.39	23.72	14*
15.	give a lecture.	91.1	1.39	1.27	24.99	14*
20.	appraise students' performance in relation to performance objectives.	91.1	1.63	1.49	26.48	14*
3.	determine group and individual learning experiences for the unit based on individual differences of students.	89.9	1.51	1.35	27.83	19*
57.	work with other teachers and counselors to help students with individual problems.	89.9	1.59	1.43	29.26	19*
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	88.7	1.65	1.46	30.72	21*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	88.7	1.65	1.46	32.18	21*
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	88.1	1.44	1.27	33.45	23
60.	present information to students on post-high school training and educational opportunities available to them.	87.5	1.47	1.29	34.74	24
13.	provide instruction so that students can progress at own rate of speed.	86.9	1.74	1.51	36.25	25
31.	identify the competencies needed for entry into an occupation.	86.3	1.47	1.27	37.52	26*
85.	identify current trends of the teaching profession.	86.3	1.39	1.20	38.72	26*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
78.	conduct an organizational meeting for a student vocational organization.	85.7	1.43	1.23	39.95	28*
51.	determine students' background and environment.	85.7	1.32	1.13	41.08	28*
89.	aquire new occupational skills needed to keep pace with technological advancement in your teaching field.	85.7	1.67	1.45	42.53	28*
5.	identify textbook, reference, and other instructional material.	85.1	1.37	1.16	43.69	31*
8.	provide students with opportunities to become experienced in manipulative skills.	95.1	1.90	1.62	45.31	31*
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	85.1	1.45	1.23	46.54	31*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
2.	develop a course of study.	85.1	1.52	1.29	47.83	31*
64.	conduct an open house to members of the school and community with activities of the vocational program.	83.9	1.23	1.03	48.86	35
11.	provide students with opportunities to apply new information while under supervison of instructor.	83.3	1.72	1.44	50.30	36*
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	83.3	1.46	1.22	51.52	36*
79.	coordinate student vocational organization activities with instructional activities.	82.1	1.34	1.10	52.62	38*
84.	participate in state, district, regional, and national activities of the student vocational organization.	82.1	1.53	1.26	53.88	38*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
74.	obtain approval from school administration for establishing a student vocational organization.	81.5	1.47	1.20	55.08	40*
14.	teach a demonstration lesson.	81.5	1.56	1.27	56.35	40*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	81.0	1.38	1.11	57.46	42
10.	teach lesson by the project or job method.	79.8	1.81	1.44	58.90	43
62.	provide displays in the school and in the community on the vocational program.	78.0	1.17	0.91	59.81	44
86.	promote the attainment of the goals and objectives of the teaching profession.	77.4	1.40	1.08	60.89	45
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	76.8	1.16	0.89	61.78	46

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	76.2	1.38	1.05	62.83	47
1.	make a job analysis for determination of insturctional content in the course taught.	75.6	1.28	0.97	63.80	48*
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	75.6	1.65	1.25	65.05	48*
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	73.8	1.30	0.96	66.01	50*
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	73.8	1.42	1.05	67.06	50*
7.	conduct field trips.	73.2	1.11	0.81	67.87	52*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	73.2	1.56	1.14	69.01	52*
18.	develop criterion test.	72.6	1.35	0.98	69.99	54*
55.	assist students in determining ways to best describe their saleable skills.	72.6	1.44	1.05	71.04	54*
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	71.4	1.53	1.09	72.13	56
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	70.8	1.30	0.92	73.05	57
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	70.2	1.25	0.88	73.93	58
27.	identify the role and function of the advisory committee.	67.9	1.10	0.74	74.67	59*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
29.	assist in the identification of the vocational education purposes and objectives for the school.	67.9	1.20	0.81	75.48	59*
81.	maintain a file of publications available for the student vocational organization.	66.7	1.25	0.84	76.32	61
9.	teach lesson using conference technique.	66.1	1.21	0.80	77.12	62*
32.	assist in writing general objectives for courses offered in the vocational education program.	66.1	1.32	0.87	77.99	62*
63.	direct student presentations describing activities of the vocational program.	66.1	1.08	0.71	78.70	62*
12.	obtain summary for a lesson.	65.5	1.22	0.80	79.50	65

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
48.	schedule laboratory equipment for maximum utilization by students.	64.3	1.56	1.00	80.50	66
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	63.7	1.55	0.99	81.49	67
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	61.9	1.38	0.85	82.34	68*
55.	interpret occupational tests and inventories to students.	61.9	1.36	0.85	83.19	68*
70.	obtain information from parents relative to their expectations of the vocational program.	61.9	1.05	0.65	83.84	68*
87.	participate in experimental and other data collecting research activities.	60.7	1.21	0.73	84.57	71

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
22.	devise self-evaluation techniques for use by students.	58.3	1.22	6.71	85.28	72*
26.	collect occupational data from employers to identify occupational standards.	58.3	1.18	0.69	85.97	72*
30.	analyze occupations with assistance of employers and labor representatives.	56.5	1.16	0.65	86.62	74*
33.	write student performance goals for vocational education courses.	56.5	1.37	0.78	87.40	74*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	55.4	1.05	0.58	87.98	76
66.	maintain liaison with union officials and employers.	50.6	1.18	0.60	88.58	77

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
28.	plan the annual agenda to be considered by the advisory committee.	48.8	0.95	0.47	89.05	78
65.	sponsor student-parent activities for the vocational program.	47.0	0.98	0.46	89.51	79
25.	appoint and involve advisory committee in conducting an occupational survey.	45.8	0.85	0.39	89.90	80*
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	45.8	1.12	0.51	90.41	80*
91.	establish criteria for selection of student-learners.	43.5	1.32	0.57	90.98	82
72.	acquire information from members of the community power structure regarding their expectationa of the vocational program.	42.3	1.05	0.44	91.42	83

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	41.1	1.59	0.65	92.07	84
77.	organize a student committee to assess the interest of students in joining a vocational organization.	38.1	1.13	0.43	92.50	85
100.	assess safety provision of facilities and equipment of the prospective training stations.	36.9	1.40	0.52	93.02	86*
101.	develop systematic training plan and agreement.	36.9	1.51	0.56	93.58	86*
102.	supervise student-learner's on-the job experience.	36.9	1.51	0.56	94.14	86*
94.	match a student-learner's unique characteristics with an appropriate training station.	36.3	1.36	0.49	94.63	89

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	35.7	0.89	0.32	94.95	90*
93.	identify a prospective student-learner on basis of selection criteria and data.	35.7	1.29	0.46	95.41	90*
73.	assist in planning the overall objectives of the total school program.	34.5	0.97	0.33	95.74	92
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	33.9	1.25	0.42	96.16	93
97.	establish criteria to evaluate and approve training stations.	33.3	1.18	0.39	96.55	94*
98.	assess training capability of the prospective training station.	33.3	1.39	0.46	97.01	94*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
95.	select student-learner training stations.	32.7	1.50	0.49	97.50	96
103.	develop a training plan for student-learner with employer.	31.5	1.47	0.46	97.96	97
99.	assess training capability of the prospective training station's facilities and equipment.	30.4	1.29	0.39	98.35	98
104.	sponsor employer/student-learner banquet for the vocational program.	29.8	1.42	0.42	98.77	99
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	28.6	1.17	0.33	99.10	100*
67.	conduct opinion surveys in the school and community concerning the vocational program.	28.0	0.95	0.27	99.37	100*

(*Tied Ranks)

Table 12

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Trade and Industrial Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
23.	organize a steering committee to assist in the preplanning activities of an occupational survey.	27.4	0.90	0.25	99.62	102
24.	identify the geographical area in which an occupational survey will be conducted.	25.6	0.95	0.24	99.86	103
96.	arrange with a union to make contract provision for student-learners.	10.7	0.89	0.10	99.96	104
90.	supervise student teachers.	10.1	0.63	0.06	100.00	105

Distributive Education

Table 13 presents the results obtained from an analysis of responses from the distributive education teachers. Of the 105 tasks, 29 (28 percent) were identified as performed by 90 percent or more of the teachers. This was significantly more than the trade and industrial education group.

Among the distributive education teachers, certain tasks were identified as performed by virtually all the teachers. These included:

53. encourage students to discuss career aspirations (98.8 percent).

54. demonstrate a regard for and an interest in the students as individuals (98.8 percent).

59. present information to students on employment opportunities (98.8 percent).

91. establish criteria for selection of student-learners (98.8 percent).

On the other hand, three tasks were identified as not typically performed by the distributive education teachers. These were:

96. arrange with a union to make contract provision for student-learners (6.1 percent).

90. supervise student teachers (4.9 percent).

41. provide approved safety apparel and devices for vocational students assigned to hazardous equipment (3.7 percent).

Considering the time devoted to tasks, the teachers reported spending more than one but less than two percent on almost all the tasks.

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
53.	encourage students to discuss career aspirations.	98.8	1.64	1.62	1.62	1*
54.	demonstrate a regard for and an interest in the students as individuals.	98.8	1.82	1.80	3.42	1*
59.	present information to students on employment opportunities.	98.8	1.58	1.56	4.98	1*
91.	establish criteria for selection of student-learners.	98.2	1.52	1.50	6.48	4
19.	formulate a system of grading consistent with school policy.	97.5	1.52	1.48	7.96	5*
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	97.5	1.57	1.53	9.49	5*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
103.	develop a training plan for student-learner with employer.	96.9	1.61	1.56	11.05	7
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	95.7	1.52	1.45	12.50	8*
38.	prepare purchase request for approved vocational equipment and supplies.	95.7	1.47	1.41	13.91	8*
52.	develop constructive working relationships among students.	95.7	1.60	1.53	15.44	8*
98.	assess training capability of the prospective training station.	95.1	1.48	1.41	16.85	11

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	94.5	1.62	1.53	18.38	12*
84.	participate in state, district, regional, and national activities of the student vocational organization.	94.5	1.58	1.49	19.87	12*
95.	select student-learner training stations.	94.5	1.64	1.55	21.42	12*
51.	determine students' background and environment.	93.9	1.48	1.39	22.81	15*
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	93.9	1.51	1.42	24.23	15*
4.	prepare a lesson plan.	93.3	1.41	1.32	25.50	17
15.	give a lecture.	92.6	1.36	1.26	26.81	18

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
17.	establish criteria for evaluating student performance.	92.0	1.40	1.27	28.10	19*
39.	structure a filing system for records and report forms used in a vocational course.	92.0	1.38	1.28	29.38	19*
101.	develop systematic training plan and agreement.	91.4	1.58	1.44	30.82	21
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	90.8	1.54	1.40	32.22	22*
94.	match a student-learner's unique characteristics with an appropriate training station.	90.8	1.49	1.36	33.58	22*
97.	establish criteria to evaluate and approve training stations.	90.8	1.44	1.30	34.88	22*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
16.	give an illustrated talk.	90.2	1.39	1.26	36.14	25*
40.	supply administrators with data for vocational reports required by the state department of education.	90.2	1.43	1.29	37.43	25*
56.	assist students in determining ways to best describe their saleable skills.	90.2	1.50	1.35	38.78	25*
57.	work with other teachers and counselors to help students with individual problems.	90.2	1.56	1.40	40.18	25*
60.	present information to students on post-high school training and educational opportunities available to them.	90.2	1.46	1.32	41.50	25*
5.	identify textbook, reference, and other instructional material.	89.6	1.37	1.23	42.73	30*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
46.	arrange for the storage and security of vocational supplies and equipment.	89.6	1.44	1.29	44.02	30*
79.	coordinate student vocational organization activities with instructional activities.	89.0	1.50	1.33	45.35	32
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	88.3	1.31	1.15	46.50	33
88.	evaluate your personal and professional abilities and limitations.	87.7	1.40	1.22	47.72	34
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	86.5	1.53	1.32	49.04	35*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
104.	sponsor employer/student-learner banquet for the vocational program.	86.5	1.64	1.42	50.46	35*
78.	conduct an organizational meeting for a student vocational organization.	85.9	1.48	1.21	51.67	37
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	85.3	1.53	1.30	52.97	38
2.	develop a course of study.	84.0	1.31	1.10	54.07	39*
99.	assess educational adequacy of a prospective training station's facilities and equipment.	84.0	1.42	1.20	55.27	39*
20.	appraise students' performance in relation to performance objectives.	83.4	1.39	1.56	56.83	41*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
62.	provide displays in the school and in the community on the vocational program.	83.4	1.21	1.01	57.84	41*
11.	provide students with opportunities to apply new information while under supervision of instructor.	82.8	1.36	1.12	58.96	43*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	82.8	1.51	1.25	60.21	43*
86.	promote the attainment of the goals and objectives of the teaching profession.	82.8	1.36	1.12	61.33	43*
93.	identify a prospective student-learner on basis of selection criteria and data.	82.2	1.46	1.20	62.53	46

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
76.	acquaint prospective members and their parents with the purposes, activities, and vlaues of the student vocational organization.	81.6	1.27	1.04	63.57	47*
102.	supervise student-learner's on-the-job experience.	81.6	1.67	1.36	64.93	47*
3.	determine group and individual learning experiences for the unit based on individual differences of students.	79.8	1.32	1.05	65.98	48*
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	79.8	1.46	1.16	67.14	48*
10.	teach lesson by the project or job method.	79.1	1.32	1.05	68.19	51*
14.	teach a demonstration lesson.	79.1	1.29	1.02	69.21	51*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
85.	identify current trends of the teaching profession.	79.1	1.34	1.06	70.27	51*
31.	identify the competencies needed for entry into an occupation.	77.3	1.39	1.07	71.34	54
29.	assist in the identification of the vocational education purposes and objectives for the school.	76.7	1.19	0.91	72.25	55
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	76.1	1.22	0.93	73.18	56
13.	provide instruction so that students can progress at own rate of speed.	75.5	1.54	1.17	74.35	57
7.	conduct field trips.	74.2	1.04	0.77	75.12	58

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
6.	develop original instructional materials.	73.6	1.28	0.94	76.06	59*
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	73.6	1.31	0.97	77.03	59*
81.	maintain a file of publications available for the student vocational organization.	73.0	1.36	1.00	78.03	61
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	72.4	1.27	0.92	78.95	62
27.	identify the role and function of the advisory committee.	71.8	1.05	0.75	79.70	63*
63.	direct student presentations describing activities of the vocational program.	71.8	1.28	0.92	80.67	63*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
74.	obtain approval from school administration for establishing a student vocational organization.	69.3	1.28	0.89	81.51	65
9.	teach lesson using conference technique.	68.7	1.23	0.85	82.36	66
100.	assess safety provision of facilities and equipment of the prospective training stations.	67.5	1.25	0.85	83.21	67
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	65.0	1.18	0.77	83.98	68
8.	provide students with opportunities to become experienced in manipulative skills.	63.2	1.18	0.75	84.73	69
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	60.1	1.27	0.77	85.50	70

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
66.	maintain liaison with union officials and employers.	59.5	1.39	0.82	86.32	71
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	58.9	1.31	0.77	87.09	72
12.	obtain summary for a lesson.	57.7	1.22	0.71	87.80	73
1.	make a job analysis for determination of instructional content in the course taught.	56.4	1.24	0.70	88.50	74
32.	assist in writing general objectives for courses offered in the vocational education program.	54.6	1.09	0.60	89.10	75
87.	participate in experimental and other data collecting research activities.	52.8	1.18	0.62	89.72	76

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
26.	collect occupational data from employers to identify occupational standards.	51.5	1.07	0.55	90.27	77
70.	obtain information from parents relative to their expectations of the vocational program.	50.9	1.11	0.57	90.84	78
18.	develop criterion test.	50.3	1.21	0.61	91.45	79*
55.	interpret occupational tests and inventories to students.	50.3	1.22	0.61	92.06	79*
30.	analyze occupations with assistance of employers and labor representatives.	49.7	1.07	0.53	92.59	81*
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	49.7	1.27	0.63	93.22	81*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	47.2	1.20	0.47	93.79	83
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	44.8	1.21	0.54	94.33	84
22.	devise self-evaluation techniques for use by students.	43.6	1.11	0.49	94.82	85
33.	write student performance goals for vocational education courses.	42.3	1.11	0.47	95.29	86*
28.	plan the annual agenda to be considered by the advisory committee.	42.3	1.01	0.43	95.72	86*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	41.7	1.10	0.46	96.18	88

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	41.1	1.21	0.50	96.68	89
77.	organize a student committee to assess the interest of students in joining a vocational organization.	36.8	1.16	0.43	97.11	90
73.	assist in planning the overall objectives of the total school program.	35.6	1.10	0.39	97.50	91
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	33.7	1.24	0.42	97.92	92
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	30.1	1.20	0.36	98.28	93

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	26.4	1.13	0.30	98.58	94
48.	schedule laboratory equipment for maximum utilization by students.	25.2	1.13	0.29	98.87	95
25.	appoint and involve advisory committee in conducting an occupational survey.	23.3	0.91	0.21	99.08	96*
65.	sponsor student-parent activities for the vocational program.	23.3	1.01	0.24	99.32	96*
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	20.9	1.05	0.22	99.54	98*
67.	conduct opinion surveys in the school and community concerning the vocational program.	20.9	1.02	0.21	99.75	98*

(*Tied Ranks)

Table 13

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Distributive Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	19.0	1.00	0.19	99.94	100
23.	organize a steering committee to assist in the pre-planning activities of an occupational survey.	17.8	0.93	0.17	100.00	101
24.	identify the geographical area in which an occupational survey will be conducted.	14.7	1.05	0.15	100.00	102
96.	arrange with a union to make contract provision for student-learners.	06.1	1.34	0.08	100.00	103
90.	supervise student teachers.	04.9	0.87	0.04	100.00	104
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	03.7	1.40	0.05	100.00	105

(*Tied Ranks)

Homemaking Education

Table 14 contains the results of the analysis performed on the responses from homemaking education teachers. The tasks are ranked according to the percent of respondents reporting they performed the task. Seventeen (16 percent) of the 105 tasks were reported as performed by 90 percent or more of the respondents. The most frequently designated tasks were:

38. prepare purchase request for approved vocational equipment and supplies.
54. demonstrate a regard for and an interest in the students as individuals.

Two tasks were designated as performed less than 8 percent of the time. These were:

24. identify the geographical area in which an occupational survey will be conducted.
96. arrange with a union to make contract provision for student-learners.

As with other groups the homemaking education teachers also indicated a rather even spread of relative time spent on the tasks. Considering only those who reported performing a task, generally more than one but less than two percent of the average teacher's time was spent on any one task.

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
38.	prepare purchase request for approved vocational equipment and supplies.	98.9	1.59	1.58	1.58	1*
54.	demonstrate a regard for and an interest in the students as individuals.	98.9	2.14	2.12	3.70	1*
19.	formulate a system of grading consistent with school policy.	98.4	1.58	1.55	5.25	3
39.	structure a filing system for records and report forms used in a vocational course.	97.3	1.47	1.43	6.68	4
4.	prepare a lesson plan.	96.8	1.72	1.67	8.35	5
88.	evaluate your personal and professional abilities and limitations.	95.2	1.65	1.57	9.92	6

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
52.	develop constructive working relationships among students.	94.1	1.83	1.77	11.69	7*
53.	encourage students to discuss career aspirations.	94.1	1.69	1.59	13.28	7*
57.	work with other teachers and counselors to help students with individual problems.	93.5	1.62	1.52	14.80	9
43.	uphold acceptable standards of student behavior in classrooms and laboratories.	93.0	1.80	1.67	16.47	10*
51.	determine students' background and environment.	93.0	1.63	1.52	17.99	10*
86.	promote the attainment of the goals and objectives of the teaching profession.	93.0	1.56	1.45	19.44	10*
5.	identify textbook, reference, and other instructional material.	91.9	1.66	1.53	20.97	13

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
17.	Establish criteria for evaluating student performance.	91.4	1.55	1.41	22.38	14*
59.	present information to students on employment opportunities.	91.4	1.47	1.43	23.81	14*
40.	supply administrators with data for vocational reports required by the state department of education.	90.9	1.52	1.38	25.19	16
6.	develop original instructional materials.	90.3	1.59	1.44	26.63	17
79.	coordinate student vocational organization activities with instructional activities.	89.8	1.58	1.42	28.05	18
15.	give a lecture.	89.2	1.39	1.24	29.29	19*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	89.2	1.58	1.41	30.70	19*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
13.	provide instruction so that students can progress at own rate of speed.	88.2	1.72	1.52	32.22	21*
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	88.2	1.69	1.49	33.71	21*
85.	identify current trends of the teaching profession.	87.6	1.53	1.34	35.05	23
3.	determine group and individual learning experiences for the unit based on individual differences of students.	86.6	1.74	1.50	36.55	24*
20.	appraise students' performance in relation to performance objectives.	86.6	1.67	1.44	37.99	24*
16.	give an illustrated talk.	86.0	1.45	1.25	39.24	26*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	86.0	1.50	1.29	40.53	26*
84.	participate in state, district, regional, and national activities of the student vocational organization.	85.5	1.40	1.20	41.73	28
46.	arrange for the storage and security of vocational supplies and equipment.	83.9	1.46	1.23	42.96	29
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	83.3	1.47	1.23	44.19	30*
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	83.3	1.40	1.17	45.36	30*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
7.	conduct field trips.	82.8	1.25	1.03	46.39	32*
10.	teach lesson by the project or job method.	82.8	1.42	1.18	47.57	32*
14.	teach a demonstration lesson.	82.8	1.55	1.28	48.85	32*
62.	provide displays in the school and in the community on the vocational program.	82.3	1.26	1.04	49.89	35
2.	develop a course of study.	80.6	1.64	1.33	51.22	36*
60.	present information to students on post-high school training and educational opportunities available to them.	80.6	1.47	1.18	52.40	36*
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	80.6	1.46	1.18	53.58	36*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
11.	provide students with opportunities to apply new information while under supervision of instructor.	80.1	1.65	1.32	54.90	39*
78.	conduct an organizational meeting for a student vocational organization.	80.1	1.39	1.11	56.01	39*
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	79.0	1.43	1.13	57.14	41
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	77.4	1.45	1.13	58.27	42
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	76.9	1.35	1.03	59.30	43

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
8.	provide students with opportunities to become experienced in manipulative skills.	76.3	1.61	1.23	60.53	44*
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	76.3	1.39	1.06	61.59	44*
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	76.3	1.17	0.90	62.49	44*
81.	maintain a file of publications available for the student vocational organization.	75.8	1.32	1.00	63.49	47
22.	devise self-evaluation techniques for use by students.	74.7	1.42	1.06	64.55	48
9.	teach lesson using conference technique.	74.2	1.35	1.00	65.55	49*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
27.	identify the role and function of the advisory committee.	74.2	1.12	0.83	66.38	49*
70.	obtain information from parents relative to their expectations of the vocational program.	74.2	1.36	1.01	67.39	49*
18.	develop criterion test.	73.7	1.38	1.01	68.40	52
56.	assist students in determining ways to best describe their saleable skills.	72.0	1.41	1.02	69.42	53
63.	direct student presentations describing activities of the vocational program.	67.7	1.78	0.80	70.22	54
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	66.1	1.68	1.11	71.33	55

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
29.	assist in the identification of the vocational education purposes and objectives for the school.	65.1	1.27	0.82	72.15	56*
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	65.1	1.62	1.06	73.21	56*
74.	obtain approval from school administration for establisning a student vocational organization.	63.4	1.24	0.79	74.00	58
87.	participate in experimental and other data collecting research activities.	62.9	1.32	0.83	74.83	59
28.	plan the annual agenda to be considered by the advisory committee.	60.8	1.03	0.62	75.45	60
31.	identify the competencies needed for entry into an occupation.	60.2	1.23	0.74	76.19	61

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
65.	sponsor student-parent activities for the vocational program.	59.7	1.37	0.82	77.01	62
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	58.6	1.29	0.76	77.77	63
12.	obtain summary for a lesson.	57.5	1.33	0.77	78.54	64*
32.	assist in writing general objectives for courses offered in the vocational education program.	57.5	1.44	0.83	79.37	64*
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	56.5	1.23	0.69	80.06	66
48.	schedule laboratory equipment for maximum utilization by students.	54.8	1.45	0.80	80.86	67

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	53.8	1.31	0.71	82.27	69
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	53.2	1.28	0.68	82.95	70
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	50.0	1.22	0.61	83.56	71
95.	select student-learner training stations.	48.9	1.67	0.82	84.38	72
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	48.4	1.20	0.58	84.96	73*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
94.	match a student-learner's unique characteristics with an appropriate training station.	48.4	1.60	0.78	85.74	73*
33.	write student performance goals for vocational education courses.	46.8	1.40	0.66	86.40	75
93.	identify a prospective student-learner on basis of selection criteria and data.	46.2	1.53	0.71	87.11	76
103.	develop a training plan for student-learner with employer.	45.2	1.62	0.73	87.84	77
91.	establish criteria for selection of student-learners.	44.6	1.52	0.68	88.52	78*
97.	establish criteria to evaluate and approve training stations.	44.6	1.47	0.66	89.18	78*
101.	develop systematic training plan and agreement.	44.6	1.61	0.72	89.90	78*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
98.	assess training capability of the prospective training station.	43.5	1.48	0.65	90.55	81
55.	interpret occupational tests and inventories to students.	43.0	1.87	0.51	91.06	82*
102.	supervise student-learner's on-the-job experience.	43.0	1.81	0.78	91.84	82*
104.	sponsor employer/student-learner banquet for the vocational program.	43.0	1.50	0.64	92.48	82*
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	43.0	1.32	0.57	93.05	82*
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	41.9	1.45	0.61	93.66	86

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
99.	assess educational adequacy of a prospective training station's facilities and equipment.	40.9	1.37	0.56	94.22	87
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	39.2	1.13	0.44	94.66	88*
100.	assess safety provision of facilities and equipment of the prospective training stations.	39.2	1.34	0.53	95.19	88*
73.	assist in planning the overall objectives of the total school program.	37.1	1.20	0.44	95.63	90
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	36.0	1.04	0.38	96.01	91*

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
90.	supervise student teachers.	36.0	1.95	0.70	96.71	91*
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	34.4	1.10	.38	97.09	93
77.	organize a student committee to assess the interest of students in joining a vocational organization.	33.9	1.36	0.46	97.55	94
26.	collect occupational data from employers to identify occupational standards.	33.3	1.13	0.38	97.93	95
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	31.7	1.34	0.43	98.36	96

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
25.	appoint and involve advisory committee in conducting an occupational survey.	26.3	0.89	0.23	98.59	97*
30.	analyze occupations with assistance of employers and labor representatives.	26.3	1.05	0.28	98.87	97*
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	25.8	1.45	0.38	99.25	99
23.	organize a steering committee to assist in the preplanning activities of an occupational survey.	22.0	0.99	0.22	99.47	100
66.	maintain liaison with union officials and employers.	19.4	1.26	0.24	99.71	101

(*Tied Ranks)

Table 14

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Homemaking Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
67.	conduct opinion surveys in the school and community concerning the vocational program.	11.8	0.91	0.11	99.82	102
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	8.1	1.41	0.11	99.93	103
24.	identify the geographical area in which an occupational survey will be conducted.	7.5	0.84	0.06	99.99	104
96.	arrange with a union to make contract provision for student-learners.	7.5	1.08	0.08	100.00	104*

(*Tied Ranks)

Vocational Office Education

Contained in Table 15 are the results of the analysis of vocational office education teacher responses. Twenty-two tasks (21 percent) were evaluated as performed by 90 percent or more of the respondents. The most common tasks designated were:

52. develop constructive working relationships among students.

84. participate in state, district, regional, and national activities of the student vocational organization.

Two tasks were reported as performed by less than three percent of the teachers. These were:

41. provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

96. arrange with a union to make contract provision for student-learners.

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
52.	develop constructive working relationships among students.	98.8	1.75	1.73	1.73	1*
84.	participate in state, district, regional, and national activities of the student vocational organization.	98.8	1.59	1.57	3.30	1*
13.	provide instruction so that students can progress at own rate of speed.	98.3	1.98	1.95	5.25	3*
17.	establish criteria for evaluating student performance.	98.3	1.53	1.50	6.75	3*
10.	teach lesson by the project or job method.	97.7	1.86	1.81	8.56	5*
53.	encourage students to discuss career aspirations.	97.7	1.65	1.62	10.18	5*
54.	demonstrate a regard for and an interest in the students as individuals.	97.1	1.96	1.90	12.08	7

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
38.	prepare purchase request for approved vocational equipment and supplies.	96.0	1.53	1.47	13.55	8*
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	96.0	1.84	1.76	15.31	8*
19.	formulate a system of grading consistent with school policy.	95.4	1.52	1.45	16.76	10
8.	provide students with opportunities to become experienced in manipulative skills.	94.8	1.79	1.70	18.46	11
3.	determine group and individual learning experiences for the unit based on individual differences of students.	94.2	1.62	1.53	19.99	12*
4.	prepare a lesson plan.	94.2	1.60	1.51	21.50	12*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
59.	present information to students on employment opportunities.	93.6	1.62	1.52	23.02	14*
60.	present information to students on post-high school training and educational opportunities available to them.	93.6	1.55	1.45	24.47	14*
40.	supply administrators with data for vocational reports required by the state department of education.	92.5	1.52	1.40	25.87	16*
57.	work with other teachers and counselors to help students with individual problems.	92.5	1.58	1.46	27.33	16*
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	92.5	1.63	1.50	28.83	16*
5.	identify textbook, reference, and other instructional material.	91.9	1.53	1.41	30.24	19*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
44.	maintain an inventory of vocational tools, supplies, and equipment in a vocational laboratory.	91.9	1.55	1.43	31.67	19*
51.	determine students' background and environment.	91.9	1.50	1.38	33.05	19*
39.	structure a filing system for records and report forms used in a vocational course.	91.3	1.44	1.31	34.36	22
46.	arrange for the storage and security of vocational supplies and equipment.	89.6	1.51	1.35	35.71	23*
48.	schedule laboratory equipment for maximum utilization by students.	89.6	1.75	1.57	37.28	23*
11.	provide students with opportunities to apply new information while under supervision of instructor.	89.0	1.71	1.52	38.80	25

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	88.4	1.48	1.31	40.11	26
20.	appraise students' performance in relation to performance objectives.	87.9	1.63	1.43	41.54	27*
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	87.9	1.42	1.24	42.78	27*
88.	evaluate your personal and professional abilities and limitations.	87.3	1.44	1.25	44.03	29
6.	develop original instructional materials.	85.0	1.50	1.27	45.30	30*
14.	teach a demonstration lesson.	85.0	1.47	1.25	46.55	30*
31.	identify the competencies needed for entry into an occupation.	85.0	1.58	1.34	47.89	30*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
79.	coordinate student vocational organization activities with instructional activities.	85.0	1.48	1.26	49.15	30*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	85.0	1.57	1.34	50.49	30*
15.	give a lecture.	84.4	1.07	0.90	51.39	35*
56.	assist students in determining ways to best describe their saleable skills.	84.4	1.53	1.29	52.68	35*
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	83.8	1.61	1.35	54.03	37
2.	develop a course of study.	83.2	1.52	1.26	55.29	38
64.	conduct an open house to familiarize members of the school and communtiy with activities of the vocational program.	82.7	1.32	1.09	56.38	39

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	82.1	1.57	1.29	57.67	40*
85.	identify current trends of the teaching profession.	82.1	1.37	1.13	58.80	40*
86.	promote the attainment of the goals and objectives of the teaching profession.	81.5	1.38	1.13	59.93	42
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	80.9	1.34	1.08	61.01	43*
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	80.9	1.27	1.03	62.04	43*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	80.3	1.44	1.16	63.20	45
62.	provide displays in the school and in the community on the vocational program.	78.6	1.29	1.01	64.21	46
78.	conduct an organizational meeting for a student vocational organization.	78.0	1.28	1.00	65.00	47
16.	give an illustrated talk.	76.9	1.09	0.84	65.05	48*
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	76.9	1.45	1.12	66.17	48*
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	76.9	1.47	1.13	67.30	48*
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	74.6	1.40	1.04	68.34	51

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
7.	conduct field trips.	73.4	1.04	0.76	69.10	52
1.	make a job analysis for determination of instructional content in the course taught.	72.3	1.30	0.94	70.04	53*
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	72.3	1.49	1.08	71.12	53*
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	69.4	1.43	0.99	72.11	55
9.	teach lesson using conference technique.	65.9	1.26	0.83	72.94	56
74.	obtain approval from school administration for establishing a student vocational organization.	63.6	1.26	0.80	73.74	57
18.	develop criterion test.	60.7	1.23	0.75	74.49	58*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
29.	assist in the identification of the vocational education purposes and objectives for the school.	60.7	1.18	0.72	75.21	58*
63.	direct student presentations describing activities of the vocational program.	60.7	1.22	0.74	75.95	58*
91.	establish criteria for selection of student-learners.	60.7	1.41	0.86	76.81	58*
22.	devise self-evaluation techniques for use by students.	60.1	1.30	0.78	77.59	62
95.	select student-learner training stations.	59.5	1.63	0.97	78.56	63
101.	develop systematic training plan and agreement.	59.0	1.49	0.88	79.44	64*
102.	supervise student-learner's on-the-job experience.	59.0	1.58	0.93	80.37	64*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
103.	develop a training plan for student-learner with employer.	58.4	1.54	0.90	81.27	66*
94.	match a student-learner's unique characteristics with an appropriate training station.	58.4	1.42	0.83	82.10	66*
98.	assess training capability of the prospective training station.	57.2	1.32	0.76	82.86	68*
104.	sponsor employer/student-learner banquet for the vocational program.	57.2	1.58	0.90	83.76	68*
32.	assist in writing general objectives for courses offered in the vocational education program.	57.2	1.22	0.70	84.46	68*
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	57.2	1.07	0.61	85.07	68*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
81.	maintain a file of publications available for the student vocational organization.	56.1	1.22	0.69	85.76	72
93.	identify a prospective student-learner on basis of selection criteria and data.	55.5	1.34	0.75	86.51	73
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	54.9	1.20	0.66	87.17	74
33.	write student performance goals for vocational education courses.	54.3	1.30	0.70	87.87	75
27.	identify the role and function of the advisory committee.	53.8	0.94	0.51	88.38	76
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	53.2	1.30	0.69	89.07	77

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	52.6	1.31	0.69	89.76	78*
87.	participate in experimental and other data collecting research activities.	52.6	1.22	0.64	90.40	78*
99.	assess educational adequacy of a prospective training station's facilities and equipment.	52.6	1.30	0.69	91.09	78*
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	52.0	1.30	0.68	91.77	81
97.	establish criteria to evaluate and approve training stations.	49.7	1.41	0.70	92.47	82
55.	interpret occupational tests and inventories to students.	47.4	1.29	0.61	93.08	83

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	45.1	1.18	0.53	93.61	84
70.	obtain information from parents relative to their expectations of the vocational program.	42.2	1.12	0.47	94.08	85
26.	collect occupational data from employers to identify occupational standards.	41.0	1.00	0.41	94.49	86
12.	obtain summary for a lesson.	35.8	1.06	0.38	94.87	87
28.	plan the annual agenda to be considered by the advisory committee.	33.5	0.95	0.32	95.19	88*
65.	sponsor student-parent activities for the vocational program.	33.5	1.14	0.38	95.57	88*
66.	maintain liaison with union officials and employers.	31.8	1.35	0.43	96.00	90*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	31.8	1.04	0.33	96.33	90*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	31.2	1.16	0.36	96.69	92*
77.	organize a student committee to assess the interest of students in joining a vocational organization.	31.2	1.12	0.35	97.04	92*
30.	analyze occupations with assistance of employers and labor representatives.	28.9	0.97	0.28	97.32	94*
73.	assist in planning the overall objectives of the total school program.	28.9	1.02	0.30	97.62	94*

(*Tied Ranks)

Table 15

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
100.	assess safety provision of facilities and equipment of the prospective training stations.	25.4	1.31	0.33	97.95	96
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	23.1	1.14	0.26	98.21	97
25.	appoint and involve advisory committee in conducting an occupational survey.	17.3	0.90	0.16	98.37	98
90.	supervise student teachers.	15.0	1.41	0.21	98.58	99
67.	conduct opinion surveys in the school and community concerning the vocational program.	13.3	1.07	0.14	98.72	100
23.	organize a steering committee to assist in the preplanning activities of an occupational survey.	12.7	0.77	0.10	98.82	101

Table 15

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Vocational Office Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
24.	identify the geographical area in which an occupational survey will be conducted.	8.1	0.78	0.06	98.88	102
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	7.5	1.03	0.08	98.96	103
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	2.9	0.77	0.22	99.18	104*
96.	arrange with a union to make contract provision for student-learners.	2.9	1.59	0.05	99.23	104*

(*Tied Ranks)

Health Education

Table 16 presents the results of individual task analyses for the health education teachers participating in the survey. This group identified three tasks that all or almost all respondents perform. These were:

43. uphold acceptable standards of student behavior in vocational classrooms and laboratories (100 percent).

53. encourage students to discuss career aspirations (98.9 percent).

84. participate in state, district, regional, and national activities of the student vocational organization (98.9 percent).

Twenty-six of the 105 tasks were evaluated by 90 percent of more of the respondents as a task they perform. These represent about 36 percent of the teachers' time.

As with previous groups, two tasks were reported to be generally not performed by respondents. These were:

41. provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

90. supervise student teachers.

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	100.0	1.54	1.54	1.54	1
53.	encourage students to discuss career aspirations.	98.9	1.64	1.62	3.16	2*
84.	participate in state, district, regional, and national activities of the student vocational organization.	98.9	1.49	1.47	4.63	2*
60.	present information to students on post-high school training and educational opportunities available to them.	96.7	1.55	1.50	6.13	4
15.	give a lecture.	95.7	1.45	1.39	7.52	5*
19.	formulate a system of grading consistent with school policy.	95.7	1.31	1.25	8.77	5*
38.	prepare purchase request for approved vocational equipment and supplies.	95.7	1.30	1.24	10.01	5*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
39.	structure a filing system for records and report forms used in a vocational course.	95.7	1.32	1.27	11.28	5*
46.	arrange for the storage and security of vocational supplies and equipment.	94.6	1.33	1.26	12.54	9*
54.	demonstrate a regard for and an interest in the students as individuals.	94.6	1.68	1.58	14.12	9*
57.	work with other teachers and counselors to help students with individual problems.	94.6	1.55	1.46	15.58	9*
59.	present information to students on employment opportunities.	94.6	1.57	1.48	17.06	9*
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	94.6	1.53	1.45	18.51	9*
88.	evaluate your personal and professional abilities and limitations.	94.6	1.35	1.28	19.79	9*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
17.	establish criteria for evaluating student performance.	92.4	1.31	1.25	21.04	15*
51.	determine students' background and environment.	92.4	1.38	1.28	22.32	15*
52.	develop constructive working relationships among students.	92.4	1.55	1.43	23.75	15*
2.	develop a course of study.	91.3	1.53	1.40	25.15	18*
5.	identify textbook, reference, and other instructional material.	91.3	1.41	1.29	26.44	18*
16.	give an illustrated talk.	91.3	1.29	1.17	27.61	18*
40.	supply administrators with data for vocational reports required by the state department of education.	91.3	1.38	1.26	28.87	18*
95.	select student-learner training stations.	91.3	1.52	1.39	30.26	18*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
79.	coordinate student vocational organization activities with instructional activities.	90.2	1.46	1.32	31.58	23*
94.	match a student-learner's unique characteristics with an appropriate training station.	90.2	1.46	1.32	32.90	23*
101.	develop systematic training plan and agreement.	90.2	1.49	1.34	34.24	23*
103.	develop a training plan for student-learner with employer.	90.2	1.42	1.28	35.52	23*
4.	prepare a lesson plan.	89.1	1.39	1.24	36.76	27*
13.	provide instruction so that students can progress at own rate of speed.	89.1	1.36	1.21	37.97	27*
14.	teach a demonstration lesson.	89.1	1.50	1.33	39.30	27*
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	89.1	1.48	1.32	40.62	27*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	89.1	1.29	1.15	41.77	27*
98.	assess training capability of the prospective training station.	89.1	1.38	1.23	43.00	27*
8.	provide students with opportunities to become experienced in manipulative skills.	88.0	1.38	1.22	44.22	33*
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	88.0	1.42	1.25	45.47	33*
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	87.0	1.25	1.09	46.56	35
3.	determine group and individual learning experiences for the unit based on individual differences of students.	85.9	1.39	1.19	47.75	36*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
20.	appraise students' performance in relation to performance objectives.	85.9	1.37	1.18	48.93	36*
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	85.9	1.35	1.16	50.09	36*
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	85.9	1.44	1.24	51.33	36*
63.	direct student presentations describing activities of the vocational program.	85.9	1.20	1.03	52.36	36*
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	85.9	1.22	1.05	53.41	36*
91.	establish criteria for selection of student-learners.	85.9	1.38	1.18	54.59	36*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
102.	supervise student-learner's on-the-job experience.	85.9	1.47	1.26	55.85	36*
62.	provide displays in the school and in the community on the vocational program.	84.8	1.06	0.90	56.75	44*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	84.8	1.44	1.22	57.97	44*
86.	promote the attainment of the goals and objectives of the teaching profession.	84.8	1.17	0.99	58.96	44*
56.	assist students in determining ways to best describe their saleable skills.	83.7	1.39	1.17	60.13	47*
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	83.7	1.20	1.00	61.13	47*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
100.	assess safety provision of facilities and equipment of the prospective training stations.	83.7	1.37	1.15	62.28	47*
104.	sponsor employer/student-learner banquet for the vocational program.	83.7	1.44	1.21	63.49	47*
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	82.6	1.40	1.16	64.65	51*
99.	assess educational adequacy of a prospective training station's facilities and equipment.	82.6	1.36	1.13	65.78	51*
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	81.5	1.24	1.01	66.79	53
7.	conduct field trips.	80.4	1.03	0.83	67.62	54*
78.	conduct an organizational meeting for a student vocational organization.	80.4	1.28	1.03	68.65	54*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
81.	maintain a file of publications available for the student vocational organization.	80.4	1.12	0.90	69.55	54*
93.	identify a prospective student-learner on basis of selection criteria and data.	80.4	1.39	1.12	70.67	54*
31.	identify the competencies needed for entry into an occupation.	79.3	1.26	1.00	71.67	58*
11.	provide students with opportunities to apply new information while under supervision of instructor.	78.3	1.28	1.01	72.68	58*
97.	establish criteria to evaluate and approve training stations.	78.3	1.36	1.06	73.74	58*
10.	teach lesson by the project or job method.	77.2	1.23	0.95	74.69	61*
27.	identify the role and function of the advisory committee.	77.2	0.96	0.70	75.39	61*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	77.2	1.16	0.89	76.28	61*
6.	develop original instructional materials.	76.1	1.33	1.01	77.29	64*
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	76.1	1.15	0.87	78.16	64*
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	75.0	1.05	0.79	78.95	66
85.	identify current trends of the teaching profession.	73.9	1.13	0.33	79.78	67
12.	obtain summary for a lesson.	71.7	1.09	0.78	80.56	68*
70.	obtain information from parents relative to their expectations of the vocational program.	71.7	1.06	0.76	81.32	68*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	70.7	1.21	0.85	82.17	70
18.	develop criterion test.	69.6	1.26	0.88	83.05	71
9.	teach lesson using conference technique.	68.5	1.10	0.76	83.81	72
50.	arrange layout of vocational laboratory to stimulate or duplicate occupational environment.	66.3	1.18	0.78	84.59	73
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	65.2	1.14	0.74	85.33	74
32.	assist in writing general objectives for courses offered in the vocational education program.	64.1	1.13	0.72	86.05	75*
74.	obtain approval from school administration for establishing a student vocational organization.	64.1	1.17	0.75	86.80	75*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
29.	assist in the identification of the vocational education purposes and objectives for the school.	63.0	1.06	0.67	87.47	77
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	60.9	1.10	0.67	88.14	78*
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	60.9	1.15	0.70	88.84	78*
26.	collect occupational data from employers to identify occupational standards.	59.8	1.15	0.69	89.53	80*
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	59.8	1.02	0.61	90.14	80*
1.	make a job analysis for determination of instructional content in the course taught.	58.7	1.22	0.72	90.86	82

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
30.	analyze occupations with assistance of employers and labor representatives.	56.5	1.05	0.59	91.45	83*
33.	write student performance goals for vocational education courses.	56.5	1.18	0.67	92.12	83*
22.	devise self-evaluation techniques for use by students.	55.4	1.12	0.62	92.74	85
55.	interpret occupational tests and inventories to students.	54.3	1.21	0.66	93.40	86
28.	plan the annual agenda to be considered by the advisory committee.	53.3	1.62	0.55	93.95	87*
48.	schedule laboratory equipment for maximum utilization by students.	53.3	.97	0.60	94.55	87*
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	52.2	1.12	0.58	95.73	89*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
65.	sponsor student-parent activities for the vocational program.	52.2	1.15	0.60	95.73	89*
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	45.7	1.05	0.48	96.21	91
87.	participate in experimental and other data collecting research activities.	46.7	1.069	0.50	96.71	92
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	40.2	0.97	0.39	97.10	93*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	40.2	0.97	0.39	97.49	93*
66.	maintain liaison with union officials and employers.	39.1	1.33	0.52	98.01	95*
73.	assist in planning the overall objectives of the total school program.	39.1	0.97	0.38	98.39	95*

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	33.7	0.97	0.33	98.72	97*
77.	organize a student committee to assess the interest of students in joining a vocational organization.	33.7	1.14	0.38	99.10	97*
25.	appoint and involve advisory committee in conducting an occupational survey.	29.3	0.85	0.25	99.35	99
67.	conduct opinion surveys in the school and community concerning the vocational program.	21.7	0.89	0.19	99.54	100
23.	organize a steering committee to assist in the pre-planning activities of an occupational survey.	19.6	0.77	0.15	99.69	101
24.	identify the geographical area in which an occupational survey will be conducted.	15.2	0.56	0.09	99.78	102

(*Tied Ranks)

Table 16

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Health Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
96.	arrange with a union to make contract provision for student-learners.	14.1	0.79	0.11	99.89	103
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	09.8	0.78	0.08	99.97	104
90.	supervise student teachers.	05.4	0.39	0.02	99.99	105

Agriculture Education

Reported in Table 17 are the analyses for the 105 tasks as evaluated by agriculture education teachers. Two tasks were evaluated as being performed by all respondents. These were:

44. maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.

46. arrange for the storage and security of vocational supplies and equipment.

This group evaluated other tasks similar to previously reported groups. One example is the following item which was not reported as performed:

96. arrange with a union to make contract provision for student-learners.

Most of the tasks reported as performed consumed between one and two percent of the respondents' time. This is very similar to other groups.

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	100.0	1.94	1.94	1.94	1*
46.	arrange for the storage and security of vocational supplies and equipment.	100.0	1.74	1.74	3.68	1*
57.	work with other teachers and counselors to help students with individual problems.	98.1	1.65	1.62	5.30	3
38.	prepare purchase request for approved vocational equipment and supplies.	97.5	1.77	1.73	7.03	4*
53.	encourage students to discuss career aspirations.	97.5	1.73	1.68	8.71	4*
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	96.2	2.02	1.95	10.66	6*
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	96.2	1.76	1.69	12.35	6*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	95.6	1.78	1.70	14.05	8
8.	provide students with opportunities to become experienced in manipulative skills.	94.9	1.98	1.88	15.93	9*
14.	teach a demonstration lesson.	94.9	1.87	1.77	17.70	9*
40.	supply administrators with data for vocational reports required by the state department of education.	94.3	1.72	1.62	19.32	11
10.	teach lesson by the project or job method.	93.7	1.83	1.72	21.04	12*
19.	formulate a system of grading consistent with school policy.	93.7	1.49	1.40	22.44	12*
52.	develop constructive working relationships among students.	93.7	1.78	1.67	24.11	12*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
4.	prepare a lesson plan.	91.8	1.48	1.36	25.47	15*
7.	conduct field trips.	91.8	1.58	1.45	26.92	15*
39.	structure a filing system for records and report forms used in a vocational course.	91.8	1.57	1.44	28.36	15*
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	91.1	1.62	1.48	29.84	18
15.	give a lecture.	89.9	1.61	1.44	31.28	19*
54.	demonstrate a regard for and an interest in the students as individuals.	89.9	1.95	1.75	33.03	19*
88.	evaluate your personal and professional abilities and limitations.	89.9	1.51	1.36	34.39	19*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
85.	identify current trends of the teaching profession.	88.0	1.46	1.28	35.67	22*
86.	promote the attainment of the goals and objectives of the teaching profession.	88.0	1.48	1.30	36.97	22*
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	87.3	1.55	1.36	38.33	24*
51.	determine students' background and environment.	87.3	1.49	1.30	39.63	24*
59.	present information to students on employment opportunities.	87.3	1.52	1.33	40.96	24*
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	86.7	1.53	1.33	42.29	27
6.	develop original instructional materials.	86.1	1.59	1.37	43.66	28*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	86.1	1.59	1.37	45.03	28*
5.	identify textbook, reference, and other instructional material.	85.4	1.50	1.28	46.31	30*
20.	appraise students' performance in relation to performance objectives.	85.4	1.61	1.38	47.69	30*
2.	develop a course of study.	84.2	1.55	1.30	48.99	32*
48.	schedule laboratory equipment for maximum utilization by students.	84.2	1.53	1.29	50.28	32*
16.	give an illustrated talk.	83.5	1.57	1.31	51.59	34
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	82.3	1.74	1.43	53.02	35

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
11.	provide students with opportunities to apply new information while under supervision of instructor.	81.6	1.63	1.33	54.35	36*
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	81.6	1.49	1.22	55.57	36*
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	81.0	1.53	1.24	56.81	38
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	80.4	1.47	1.18	57.99	39
62.	provide displays in the school and in the community on the vocational program.	79.1	1.44	1.14	59.13	40
13.	provide instruction so that students can progress at own rate of speed.	77.2	1.69	1.30	60.43	41

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
60.	present information to students on post-high school training and educational opportunities available to them.	76.6	1.48	1.14	61.57	42
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	75.3	1.34	1.01	62.58	43
29.	assist in the identification of the vocational education purposes and objectives for the school.	74.7	1.24	0.93	63.51	44*
79.	coordinate student vocational organization activities with instructional activities.	74.7	1.40	1.04	64.55	44*
3.	determine group and individual learning experiences for the unit based on individual differences of students.	74.1	1.45	1.08	65.63	46
31.	identify the competencies needed for entry into an occupation.	73.4	1.37	1.00	66.63	47*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational--Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	73.4	1.38	1.01	67.64	47*
70.	obtain information from parents relative to their expectations of the vocational program.	72.2	1.25	0.90	68.54	49*
84.	participate in state, district, regional, and national activities of the student vocational organization.	72.2	1.60	1.15	69.69	49*
1.	make a job analysis for determination of instructional content in the course taught.	71.5	1.22	0.88	70.57	51*
17.	establish criteria for evaluating student performance.	71.5	1.31	0.94	71.51	51*
65.	sponsor student-parent activities for the vocational program.	70.9	1.55	1.10	72.61	53

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
82.	maintain student vocational organization as integral part of the instructional vocational education program.	69.6	1.53	1.06	73.67	54
56.	assist students in determining ways to best describe their saleable skills.	67.1	1.35	0.91	74.58	55
32.	assist in writing general objectives for courses offered in the vocational education program.	66.5	1.37	0.91	75.49	56*
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	66.5	1.42	0.94	76.43	56*
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	65.8	1.39	0.91	77.34	58
74.	obtain approval from school administration for establishing a student vocational organization.	64.6	1.37	0.89	78.23	59*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
81.	maintain a file of publications available for the student vocational organization.	64.6	1.37	0.88	79.11	59*
87.	participate in experimental and other data collecting research activities.	62.7	1.31	0.82	79.93	61
78.	conduct an organizational meeting for a student vocational organization.	61.4	1.37	0.84	80.77	62
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	60.8	1.19	0.72	81.49	63*
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	60.8	1.53	0.93	82.42	63*
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	60.1	1.39	0.84	83.26	65

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	59.5	1.28	0.76	84.02	66
9.	teach lesson using conference technique.	58.9	1.30	0.77	84.79	67*
63.	direct student presentations describing activities of the vocational program.	58.9	1.28	0.76	85.55	67*
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	58.9	1.32	0.78	86.33	67*
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	55.7	1.77	0.99	87.32	70
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	54.4	1.20	0.65	87.97	71

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
73.	assist in planning the overall objectives of the total school program.	53.8	1.16	0.62	88.59	72
77.	organize a student committee to assess the interest of students in joining a vocational organization.	51.3	1.28	0.66	89.25	73
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	50.6	1.33	0.67	89.92	74
12.	obtain summary for a lesson.	48.1	1.14	0.55	90.47	75
27.	identify the role and function of the advisory committee.	45.6	1.08	0.49	90.96	76*
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	45.6	1.11	0.51	91.47	76*
18.	develop criterion test.	44.9	1.31	0.59	92.06	78

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
30.	analyze occupations with assistance of employers and labor representatives.	42.4	1.10	0.47	92.53	79*
55.	interpret occupational tests and inventories to students.	42.4	1.17	0.50	93.03	79*
25.	appoint and involve advisory committee in conducting an occupational survey.	41.1	1.01	0.42	93.45	81
22.	devise self-evaluation techniques for use by students.	39.2	1.06	0.42	93.87	82*
33.	write student performance goals for vocational education courses.	39.2	1.15	0.45	94.32	82*
28.	plan the annual agenda to be considered by the advisory committee.	38.0	0.96	0.36	94.68	84

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
23.	organize a steering committee to assist in the pre-planning activities of an occupational survey.	37.3	0.89	0.33	95.01	85
26.	collect occupational data from employers to identify occupational standards.	34.8	0.99	0.34	95.35	86
66.	maintain liaison with union officials and employers.	32.9	1.09	0.36	95.71	87
67.	conduct opinion surveys in the school and community concerning the vocational program.	31.0	1.08	0.34	96.05	88
24.	identify the geographical area in which an occupational survey will be conducted.	27.2	1.05	0.29	96.34	89
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	26.6	1.16	0.31	96.65	90
90.	supervise student teachers.	24.1	1.42	0.34	96.99	91*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
99.	assess educational adequacy of a prospective training station's facilities and equipment.	24.1	1.22	0.29	97.28	91*
102.	supervise student-learner's on-the-job experience.	23.4	1.17	0.27	97.55	93
93.	identify a prospective student-learner on basis of selection criteria and data.	22.2	1.08	0.24	97.79	94
91.	establish criteria for selection of student-learners.	21.5	1.12	0.24	98.03	95*
94.	match a student-learner's unique characteristics with an appropriate training station.	21.5	1.43	0.31	98.34	95*
100.	assess safety provision of facilities and equipment of the prospective training stations.	21.5	1.23	0.27	98.61	95*
101.	develop systematic training plan and agreement.	21.5	1.22	0.26	98.87	95*

(*Tied Ranks)

Table 17

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Agriculture Education

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
98.	assess training capability of the prospective training station.	20.9	1.18	0.25	99.12	99
95.	select student-learner training stations.	20.3	1.28	0.26	99.38	100
103.	develop a training plan for student-learner with employer.	15.8	1.13	0.18	99.56	101
97.	establish criteria to evaluate and approve training stations.	15.2	1.04	0.16	99.72	102*
104.	sponsor employer/student-learner banquet for the vocational program.	15.2	1.26	0.19	99.91	102*
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	15.2	0.94	0.14	100.00	102*
96.	arrange with a union to make contract provision for student-learners.	00.0	0.00	0.00	100.00	105

(*Tied Ranks)

Occupational Orientation

The last individual group to be analyzed was the occupational orientation teachers. This group tended to differ from the other groups as reflected by the information in Table 18. There was less agreement on the tasks performed. This is indicated by the fact that only nine tasks were evaluated by 90 percent or more of the respondents as performed. Also eight tasks were evaluated as not performed, an occurrence that was not noted in the other groups.

The average percent of time spent by respondents performing a task also differed from other groups, while other groups generally indicated between one and two percent of their time was devoted to any one task, the occupational orientation teachers indicated more than three percent of their time was devoted to several tasks. Thus, the pattern for this group was few tasks performed with obviously more time devoted to these tasks.

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
53.	encourage students to discuss career aspirations.	94.4	3.41	3.23	3.23	1*
54.	demonstrate a regard for and an interest in the students as individuals.	94.4	3.47	3.28	6.51	1*
56.	assist students in determining ways to best describe their saleable skills.	94.4	2.66	2.51	9.02	1*
59.	present information to students on employment opportunities.	94.4	3.37	3.18	12.20	1*
5.	identify textbook, reference, and other instructional material.	91.7	2.46	2.52	14.72	5*
6.	develop original instructional materials.	91.7	3.01	2.76	17.48	5*
38.	prepare purchase request for approved vocational equipment and supplies.	91.7	2.19	2.01	19.49	5*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
57.	work with other teachers and counselors to help students with individual problems.	91.7	2.44	2.23	21.72	5*
60.	present information to students on post-high school training and educational opportunities available to them.	91.7	3.06	2.80	24.52	5*
4.	prepare a lesson plan.	88.9	2.86	2.54	27.06	10*
86.	promote the attainment of the goals and objectives of the teaching profession.	88.9	2.73	2.42	29.48	10*
16.	give an illustrated talk.	86.1	2.49	2.15	31.63	12*
31.	identify the competencies needed for entry into an occupation.	86.1	2.40	2.06	33.69	12*
51.	determine students' background and environment.	86.1	2.40	2.06	35.75	12*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
88.	evaluate your personal and professional abilities and limitations.	86.1	2.95	2.54	38.29	12*
2.	develop a course of study.	77.8	2.91	2.26	40.55	16*
40.	supply administrators with data for vocational reports required by the state department of education.	77.8	2.29	1.78	42.33	16*
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	77.8	2.31	1.80	44.13	16*
85.	identify current trends of the teaching profession.	75.0	2.35	1.76	45.89	19
7.	conduct field trips.	72.2	2.62	1.89	47.78	20*
17.	establish criteria for evaluating student performance.	72.2	2.29	1.65	49.43	20*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
13.	provide instruction so that students can progress at own rate of speed.	69.4	2.69	1.87	51.30	22*
19.	formulate a system of grading consistent with school policy.	69.4	2.44	1.70	53.00	22*
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	69.4	2.81	1.95	54.95	22*
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	69.4	2.42	1.68	56.63	22*
52.	develop constructive working relationships among students.	66.7	2.96	1.98	58.61	26
11.	provide students with opportunities to apply new information while under supervision of instructor.	61.1	2.23	1.36	59.97	27*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
15.	give a lecture.	61.1	2.06	1.26	61.23	27*
39.	structure a filing system for records and report forms used in a vocational course.	61.1	2.32	1.42	62.65	27*
55.	interpret occupational tests and inventories to students.	61.1	2.33	1.42	64.07	27*
62.	provide displays in the school and in the community on the vocational program.	61.1	2.26	1.38	65.45	27*
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	61.1	1.95	1.19	66.64	27*
22.	devise self-evaluation techniques for use by students.	58.3	2.66	1.55	68.19	33*
46.	arrange for the storage and security of vocational supplies and equipment.	58.3	2.25	1.31	69.50	33*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
3.	determine group and individual learning experiences for the unit based on individual differences of students.	55.6	2.08	1.16	70.66	35*
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	55.6	1.85	1.03	71.69	35*
12.	obtain summary for a lesson.	52.8	1.99	1.05	72.74	37*
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	52.8	3.01	1.59	74.33	37*
20.	appraise students' performance in relation to performance objectives.	47.2	2.40	1.14	75.47	39*
26.	collect occupational data from employers to identify occupational standards.	47.2	2.55	1.20	76.67	39*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	47.2	1.94	0.92	77.59	39*
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	47.2	2.26	1.07	78.66	39*
14.	teach a demonstration lesson.	41.7	2.14	0.89	79.55	43*
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	41.7	2.28	0.95	80.50	43*
70.	obtain information from parents relative to their expectations of the vocational program.	41.7	1.91	0.79	81.29	43*
1.	make a job analysis for determination of instructional content in the course taught.	38.9	2.42	0.94	82.23	46*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
10.	teach lesson by the project or job method.	38.9	2.56	1.00	83.23	46*
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	38.9	1.92	0.75	83.98	46*
66.	maintain liaison with union officials and employers.	38.9	2.75	1.07	85.05	46*
87.	participate in experimental and other data collecting research activities.	38.9	2.26	0.88	85.93	46*
29.	assist in the identification of the vocational education purposes and objectives for the school.	36.1	2.57	0.93	86.86	51
30.	analyze occupations with assistance of employers and labor representatives.	33.3	1.62	0.54	87.40	52
9.	teach lesson using conference technique.	30.6	2.11	0.64	88.04	53

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
18.	develop criterion test.	27.8	2.40	0.67	88.71	54*
32.	assist in writing general objectives for courses offered in the vocational education program.	27.8	3.06	0.85	89.56	54*
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	25.0	2.06	0.52	90.08	56*
63.	direct student presentations describing activities of the vocational program.	25.0	1.65	0.41	90.49	56*
65.	sponsor student-parent activities for the vocational program.	25.0	1.37	0.34	90.83	56*
27.	identify the role and function of the advisory committee.	25.0	1.77	0.44	91.27	56*
67.	conduct opinion surveys in the school and community concerning the vocational program.	22.2	2.05	0.46	91.73	60*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	22.2	1.65	0.37	92.10	60*
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	19.4	2.68	0.52	92.62	62*
28.	plan the annual agenda to be considered by the advisory committee.	19.4	2.33	0.45	93.07	62*
48.	schedule laboratory equipment for maximum utilization by students.	19.4	2.79	0.54	93.61	62*
33.	write student performance goals for vocational education courses.	16.7	2.05	0.34	93.95	65*
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	16.7	3.50	0.58	94.53	65*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	16.7	1.53	0.26	94.79	65*
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	13.9	1.62	0.23	95.02	68
8.	provide students with opportunities to become experienced in manipulative skills.	11.1	2.23	0.25	95.27	69*
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	11.1	3.17	0.35	95.62	69*
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	11.1	0.86	0.10	95.72	69*
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	11.1	2.04	0.23	95.95	69*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
73.	assist in planning the overall objectives of the total school program.	11.1	1.20	0.13	96.08	69*
81.	maintain a file of publications available for the student vocational organization.	11.1	2.14	0.24	96.32	69*
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	11.1	2.17	0.24	96.56	69*
94.	match a student-learner's unique characteristics with an appropriate training station.	11.1	1.94	0.22	96.78	69*
98.	assess training capability of the prospective training station.	11.1	1.94	0.22	97.00	69*
99.	assess educational adequacy of a prospective training station's facilities and equipment.	11.1	1.94	0.22	97.22	69*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
101.	develop systematic training plan and agreement.	11.1	2.05	0.23	97.45	69*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	8.3	2.27	0.19	97.64	80
23.	organize a steering committee to assist in the preplanning activities of an occupational survey.	5.6	1.59	0.89	98.53	81*
24.	identify the geographical area in which an occupational survey will be conducted.	5.6	2.12	0.12	98.65	81*
74.	obtain approval from school administration for establishing a student vocational organization.	5.6	1.39	0.08	98.73	81*
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	5.6	1.39	0.08	98.81	81*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
76.	acquaint rpospective members and their parents with the purposes, activities, and values of the student vocational organization.	5.6	1.39	0.08	98.89	81*
77.	organize a student committee to assess the interest of students in joining a vocational organization.	5.6	1.59	0.09	98.98	81*
78.	conduct an organizational meeting for a student vocational organization.	5.6	1.59	0.09	99.07	81*
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	5.6	1.62	0.09	99.16	81*
84.	participate in state, district, regional, and national activities of the student vocational organization.	5.6	1.62	0.09	99.25	81*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers of
Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
91.	establish criteria for selection of student-learners.	5.6	2.72	0.15	99.40	81*
93.	identify a prospective student-learner on basis of selection criteria and data.	5.6	2.72	0.15	99.55	81*
95.	select student-learner's training stations.	5.6	2.72	0.15	99.70	81*
97.	establish criteria to evaluate and approve training stations.	5.6	2.72	0.15	99.85	81*
100.	assess safety provision of facilities and equipment of the prospective training stations.	5.6	2.72	0.15	100.00	81*
102.	supervise student-learner's on-the-job experience.	5.6	2.72	0.15	100.00	81*
103.	develop a training plan for student-learner with employer.	5.6	2.72	0.15	100.00	81*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	5.6	1.62	0.09	100.00	81*
25.	appoint and involve advisory committee in conducting an occupational survey.	0.0	0.0	0.0	100.00	98*
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	0.0	0.0	0.0	100.00	98*
79.	coordinate student vocational organization activities with instructional activities.	0.0	0.0	0.0	100.00	98*
82.	maintain student vocational organization as integral part of the instructional vocational education program.	0.0	0.0	0.0	100.00	98*

(*Tied Ranks)

Table 18

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers of Occupational Orientation

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	0.0	0.0	0.0	100.00	98*
90.	supervise student teachers.	0.0	0.0	0.0	100.00	98*
96.	arrange with a union to make contract provision for student-learners.	0.0	0.0	0.0	100.00	98*
104.	sponsor employer/student-learner banquet for the vocational program.	0.0	0.0	0.0	100.00	98*

(*Tied Ranks)

All Program Areas

The final analysis performed on the vocational-technical teacher data was an analysis of each task using information supplied by all 980 respondents. The extent to which the identified tasks fit the respondents is evidenced by the fact that 47 (45 percent) of the 105 tasks were indicated to be performed by 76 percent or more of the respondents. This information is reported in Table 19. Most of the tasks consumed between one and two percent of the respondent's time (on the average).

The overall analysis points out certain tasks typically performed by teachers regardless of program area. These include:

38. prepare purchase request for approved vocational equipment and supplies.
54. demonstrate a regard for and an interest in the students as individuals.
53. encourage students to discuss career aspirations.
43. uphold acceptable standards of student behavior in vocational classrooms and laboratories.
19. formulate a system of grading consistent with school policy.

Conversely, certain tasks were reported as not performed by a significant number of teachers across program areas. These included:

41. provide approved safety apparel and devices for vocational students assigned to hazardous equipment.
90. supervise student teachers.
24. identify the geographical area in which an occupational survey will be conducted.
96. arrange with a union to make contract provision for student-learners.

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
38.	prepare purchase request for approved vocational equipment and supplies.	96.8	1.58	1.53	1.53	1
54.	demonstrate a regard for and an interest in the students as individuals.	96.3	1.98	1.89	3.42	2
53.	encourage students to discuss career aspirations.	96.1	1.72	1.65	5.07	3
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	95.8	1.79	1.72	6.79	4
19.	formulate a system of grading consistent with school policy.	95.5	1.52	1.45	8.24	5
52.	develop constructive working relationships among students.	94.4	1.51	1.66	9.90	6
4.	prepare a lesson plan.	93.8	1.56	1.46	11.36	7

Table 19

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers
Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
59.	present information to students on employment opportunities.	93.2	1.64	1.53	12.89	8
57.	work with other teachers and counselors to help students with individual problems.	92.9	1.63	1.51	14.40	9
39.	structure a filing system for records and report forms used in a vocational course.	92.7	1.47	1.37	15.77	10
40.	supply administrators with data for vocational reports required by the state department of education.	92.1	1.54	1.42	17.19	11
88.	evaluate your personal and professional abilities and limitations.	91.2	1.55	1.42	18.61	12
51.	determine students' background and environment.	90.5	1.51	1.37	19.98	13
46.	arrange for the storage and security of vocational supplies and equipment.	90.3	1.53	1.38	21.36	14

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
17.	establish criteria for evaluating student performance.	89.4	1.47	1.32	22.68	15
5.	identify textbook, reference, and other instructional material.	89.2	1.52	1.36	24.04	16
15.	give a lecture.	88.9	1.39	1.23	25.27	17
60.	present information to students on post-high school training and educational opportunities available to them.	87.0	1.55	1.35	26.62	18
16.	give an illustrated talk.	86.2	1.41	1.21	27.83	19
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	85.9	1.58	1.35	29.18	20
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	85.7	1.54	1.32	30.50	21
20.	appraise students' performance in relation to performance objectives.	85.3	1.59	1.35	31.85	22

Table 19

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers
Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
13.	provide instruction so that students can progress at own rate of speed.	85.2	1.74	1.48	33.33	23
84.	participate in state, district, regional, and national activities of the student vocational organization.	84.9	1.53	1.30	34.63	24
86.	promote the attainment of the goals and objectives of the teaching profession.	84.8	1.47	1.25	35.88	25
6.	develop original instructional materials.	84.7	1.55	1.32	37.20	26
89.	acquire new occupational skills needed to keep pace with technological advancement in your teaching field.	84.2	1.64	1.38	38.58	27
3.	determine group and individual learning experiences for the unit based on individual differences of students.	84.1	1.54	1.30	39.88	28
2.	develop a course of study.	83.9	1.56	1.31	41.19	29*

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers
Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
10.	teach lesson by the project or job method.	83.9	1.64	1.37	42.56	29*
14.	teach a demonstration lesson.	83.4	1.56	1.30	43.86	31
85.	identify current trends of the teaching profession.	83.3	1.43	1.19	45.05	32
21.	evaluate student-learner's work qualities, personal traits, and progress on the job.	82.6	1.66	1.37	46.42	33
11.	provide students with opportunities to apply new information while under supervision of instructor.	82.1	1.60	1.32	47.74	34
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	82.0	1.50	1.23	48.97	35
79.	coordinate student vocational organization activities with instructional activities.	81.8	1.47	1.20	50.17	36
8.	provide students with opportunities to become experienced in manipulative skills.	80.6	1.70	1.37	51.54	37

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
64.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	80.3	1.37	1.10	52.64	38
62.	provide displays in the school and in the community on the vocational program.	80.0	1.28	1.02	53.66	39
82.	maintain student vocational organization as integral part of the instructional vocational education program.	79.1	1.51	1.19	54.85	40
7.	conduct field trips.	78.9	1.25	.98	55.83	41
69.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	78.7	1.35	1.06	56.89	42
56.	assist students in determining ways to best describe their saleable skills.	78.5	1.50	1.18	58.07	43
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	78.0	1.52	1.19	59.26	44

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
31.	identify the competencies needed for entry into an occupation.	76.8	1.48	1.14	60.40	45
76.	acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.	76.5	1.31	1.01	61.41	46
78.	conduct an organizational meeting for a student vocational organization.	75.9	1.37	1.04	62.45	47
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	72.7	1.41	1.03	63.48	48
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	67.5	1.54	1.04	64.52	49
29.	assist in the identification of the vocational education purposes and objectives for the school.	67.0	1.23	.82	65.34	50*

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary
Vocational-Technical Teachers
Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
83.	serve as an advisor or judge for district, state, regional, or national student vocational organization contests.	67.0	1.47	.98	66.32	50*
71.	consult advisory committee to obtain information concerning their expectations of the vocational program.	66.5	1.15	.77	67.09	52*
81.	maintain a file of publications available for the student vocational organization.	66.5	1.29	.86	67.95	52*
9.	teach lesson using conference technique.	65.8	1.27	.84	68.79	54
74.	obtain approval from school administration for establishing a student vocational organization.	65.7	1.31	.86	69.65	55
63.	direct student presentations describing activities of the vocational program.	65.6	1.21	.79	70.44	56
1.	make a job analysis for determination of instructional content in the course taught.	64.1	1.29	.83	71.27	57

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
27.	identify the role and function of the advisory committee.	62.9	1.05	.66	71.93	58
48.	schedule laboratory equipment for maximum utilization by students.	61.6	1.53	.94	72.87	59
70.	obtain information from parents relative to their expectations of the vocational program.	60.8	1.20	.73	73.66	60
18.	develop criterion test.	60.6	1.32	.80	74.40	61*
80.	supervise the development of an annual handbook and scrapbook for the student vocational organization.	60.6	1.28	.78	75.18	61*
36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	60.5	1.32	.80	75.98	63
32.	assist in writing general objectives for courses offered in the vocational education program.	59.4	1.31	.79	76.77	64

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	58.4	1.42	.83	77.60	65
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	56.8	1.37	.80	78.40	66
87.	participate in experimental and other data collecting research activities.	56.6	1.26	.72	79.12	67
22.	devise self-evaluation techniques for use by students.	55.9	1.30	.73	79.85	68
91.	establish criteria for selection of student-learners.	54.9	1.43	.79	80.64	69
12.	obtain summary for a lesson.	54.7	1.22	.67	81.31	70
75.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	53.4	1.26	.67	81.98	71*

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
94.	match a student-learner's unique characteristics with an appropriate training station.	53.4	1.48	.79	82.77	71*
95.	select student-learner training stations.	53.4	1.59	.85	83.62	71*
101.	develop systematic training plan and agreement.	53.0	1.52	.81	84.43	74
50.	arrange layout of vocational laboratory to stimulate or duplicate occupational environment.	52.7	1.41	.74	85.15	75
98.	assess training capability of the prospective training station.	52.3	1.41	.74	85.91	76
103.	develop a training plan for student-learner with employer.	51.8	1.53	.79	86.70	77
102.	supervise student-learner's on-the-job experience.	50.7	1.588	.81	87.51	78
55.	interpret occupational tests and inventories to students.	49.9	1.30	.65	88.16	79*

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
93.	identify a prospective student-learners on basis of selection criteria and data.	49.9	1.40	.70	88.86	79*
92.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	49.1	1.37	.79	89.65	81
99.	assess educational adequacy of a prospective training station's facilities and equipment.	48.5	1.36	.66	90.31	82
97.	establish criteria to evaluate and approve training stations.	48.3	1.38	.67	90.98	83*
104.	sponsor employer/student-learner banquet for the vocational program.	48.3	1.53	.74	91.72	83*
33.	write student performance goals for vocational education courses.	47.6	1.28	.61	92.33	85
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	46.7	1.32	.62	92.95	86

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
65.	sponsor student-parent activities for the vocational program.	46.6	1.26	.59	93.54	87
26.	collect occupational data from employers to identify occupational standards.	45.3	1.15	.52	94.06	88*
68.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	45.3	1.16	.53	94.59	88*
28.	plan the annual agenda to be considered by the advisory committee.	44.9	1.01	.45	95.04	90
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	43.2	1.22	.53	95.57	91
30.	analyze occupations with assistance of employers and labor representatives.	41.6	1.09	.46	96.03	92
100.	assess safety provision of facilities and equipment of the prospective training stations.	41.2	1.33	.55	96.58	93

(*Tied Ranks)

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
72.	acquire information from members of the community power structure regarding their expectations of the vocational program.	40.9	1.11	.46	97.04	94
66.	maintain liaison with union officials and employers.	38.4	1.33	.51	97.55	95
73.	assist in planning the overall objectives of the total school program.	36.9	1.09	.40	97.95	96
77.	organize a student committee to assess the interest of students in joining a vocational organization.	36.4	1.21	.44	98.39	97
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	34.5	1.14	.39	98.97	98
25.	appoint and involve advisory committee in conducting an occupational survey.	29.3	.91	.27	99.05	99

Table 19

Analysis of Tasks Performed by Secondary Vocational-Technical Teachers Across All Program Areas

(Continued)

Task Number	Task	Percent of respondents performing	Average percent time spent by respondents performing	Average percent time spent by all respondents	Cumulative sum of average percent time spent by all respondents	Rank by percent of respondents performing
23.	organize a steering committee to assist in the preplanning activities of an occupational survey.	22.2	.90	.20	99.25	100
67.	conduct opinion surveys in the school and community concerning the vocational program.	20.8	1.04	.22	99.47	101
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	19.7	1.59	.31	99.78	102
90.	supervise student teachers.	16.5	1.50	.25	100.00	103
24.	identify the geographical area in which an occupational survey will be conducted.	15.8	.95	.15	100.00	104
96.	arrange with a union to make contract provision for student-learners.	6.1	1.05	.06	100.00	105

SUMMARY AND CONCLUSIONS

This study reports the results of a survey of 105 tasks identified by a panel of experts as those performed by vocational-technical teachers. The information was obtained from 980 vocational-technical teachers in seven program areas which represented an 85 percent return rate. These areas were: Trade and Industrial Education; Distributive Education; Homemaking; Vocational Office Education; Health; Agriculture Education; and Occupational Orientation. Each task was evaluated in terms of (1) the extent to which it is performed by vocational-technical teachers and (2) the percent of time devoted to the task. Tasks were derived from a set of competencies which had been validated in earlier studies by Pope (4,5). Information was collected by means of a mailed questionnaire.

The data were analyzed in two ways. First, each program area was analyzed separately and secondly, a composite analysis across program areas was performed.

The results indicated that respondents were able to differentiate adequately between tasks performed and not performed and the respondents were able to indicate the relative amount of time spent performing these tasks. This further validates the use of this approach by Christal (1) and Lovelace (3).

Differences, along with a great deal of similarity, were noted among the seven groups. A very logical pattern was exhibited. The greatest difference occurred between the occupational orientation group and the other six categories.

The implications for curriculum development are evident. A great deal of similarity of content for instructional programs would appear to be in order. Yet very meaningful differences appear to exist. Overall, this study should provide valuable base line data from which curriculum decisions can be made. In this manner, more effective curricula can be developed and present curricula modified in order to improve effectiveness in the professional development of vocational-technical teachers.

In conclusion, it is recommended that professional preparation of vocational-technical teachers be revised and where needed be developed using similar occupational analysis procedures based on professional tasks performed by practicing vocational-technical teachers. Furthermore, a study needs to be made to determine the complexity and criticality of each of the 105 tasks studied. Finally, it is recommended that such programs be developed jointly by several universities utilizing the tasks identified by the study. A strong pre- and postassessment model will be essential for any competency-based program and should be an integral part of the validation procedure.

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APPENDIX A

RESEARCH QUESTIONNAIRE

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

February 28, 1975

Dear Fellow Educator:

EPD Consortium D is conducting a Teacher Competency Research Project under the auspices of the Department of Occupational Education and Technology, Texas Education Agency. Part of the statewide study is designed to produce usable data and information concerning competencies which are both common and unique to all vocational-technical personnel in public schools.

I am confident that all educators recognize the need for this kind of information in the context of competency-based teacher education. It is hoped that you will help in this effort by encouraging completion of the questionnaires being sent to vocational-technical personnel in your school.

Your assistance in this study will be appreciated.

Sincerely,

John R Guemple

John R. Guemple
Associate Commissioner for
Occupational Education and Technology

JRG:al

RETURN BY MARCH 21, 1975

"An Equal Opportunity Employer"

A SURVEY OF TASKS

PERFORMED BY VOCATIONAL TEACHERS

Dear Fellow Educator:

The Division of Occupational Education and Development, Texas Education Agency, is sponsoring a study of tasks performed by vocational teachers. The results of the study will be used to assist the program planners in developing speciality descriptions for teaching fields, developing college courses, and implementing inservice activities. Your contribution will be an asset to program development in the area of vocational-technical education. Your assistance is greatly appreciated.

Billy N Pope

Dr. Billy N. Pope
Coordinator, EPD Consortium D

RETURN BY MARCH 21, 1975

GENERAL INSTRUCTIONS

1. Your assistance in completing this survey is very important. Your answers and the answers of other teachers completing this Job Inventory may be used to:
    a. Write speciality descriptions for your teaching field.
    b. Develop speciality training standards and college courses for your teaching field.
    c. Development of inservice activities for upgrading in your teaching field.
2. This Job Inventory is in two sections:
    a. A Background Information section, where you give information about yourself, and
    b. A Task List section, where you give information about your current teaching assignment.
3. In providing the information requested, it is important to follow the procedures given.

INSTRUCTIONS FOR BACKGROUND INFORMATION SECTION

Complete each item in the Background Information section.

BACKGROUND INFORMATION

OFFICE USE ONLY

☐☐☐☐ ☐ (1-5)

☐☐☐☐☐☐ (6-11)

☐☐☐☐☐ (12-16)

Sex: M _____ F _____ (17)

Age: _____ (18-19)

CHECK ONE AND ONLY ONE IN EACH OF THE FOLLOWING CATEGORIES:

PROGRAM AREA (20)

1 _____ Trade and Industrial Education
2 _____ Distributive Education
3 _____ Homemaking
4 _____ Vocational Office Education
5 _____ Health
6 _____ Agriculture Education
7 _____ Occupational Orientation
8 _____ Other ____________________

ORGANIZATION (21)

1 _____ Pre-employment Laboratory or Shop
2 _____ Cooperative Training
3 _____ Other ____________________

POPULATION (22)

1 _____ Regular
2 _____ Coordinated Vocational Academic Education
3 _____ Handicapped
4 _____ Other ____________________

(Please Print)

Name ______________________________
(Last) (First) (M.I.)

School District ____________________

County ____________________

EXPERIENCE

Number of years teaching experience (including this year) ☐☐ (23-24)

Number of years in present assignment area ☐☐ (25-26)

Number of years in other approved vocational-technical program ☐☐ (27-28)

Number of years of related vocational experience ☐☐ (29-30)

Number of years occupational experience in present assignment ☐☐ (31-32)

What is the highest degree that you have earned?

(33)
1 _____ Doctorate
2 _____ Masters
3 _____ Baccalaureate
4 _____ Associate
5 _____ High School Diploma
6 _____ Other ____________________

Was your major or minor on any degree in education?

(34)
1 _____ Yes
2 _____ No

☐☐☐☐☐ (35-39)
(Do Not Mark)

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information section? Make sure, before you continue with this procedure.

PROCEDURE A. CHECKING TASKS OF PRESENT TEACHING ASSIGNMENT

1. As you read each task in the Task section, pages 5 through 11, place a check beside each task that you perform in your present assignment. Put your checkmark in the column headed "Check If Done Now." When you have reached page 11, return to page 5.
2. DO NOT COMPLETE THE RIGHT-HAND COLUMN AT THIS TIME.
3. If a task that you perform is not listed anywhere in the entire list, write it on the last page of the booklet.
4. Do not confuse work you do yourself with work you supervise.
5. Remember, at this time you are to complete only the column headed "Check If Done Now" for pages 5 through 11. Now, turn to page 5 and BEGIN.

PROCEDURE B. RATING TIME SPENT ON TASKS ON PRESENT ASSIGNMENT

1. Have you checked each task that you perform in your present assignment? Make sure, before you continue with this procedure.
2. Now you are to rate the relative amount of time you spend performing each task in your present assignment. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present assignment during the year.
3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on the task.
4. Remember, you are to rate only tasks that you have already checked in the first column of pages 5 through 11.
5. Place your rating, according to the seven-point scale, in the right-hand column, headed "Estimated time spent on competencies in your assignment this year."
6. When you have completed all your ratings in the right-hand column of pages 5 through 11, you will have completed this Job Inventory, and you may return it in the enclosed self-addressed, stamped envelope to:

Dr. Billy N. Pope
P. O. Box 1300
Richardson, TX 75080

JOB INVENTORY

Secondary Vocational-Technical Instructor's Competency List

Page 1 of 7

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

√

IF

DONE

NOW

Estimated time spent on competencies in your assignment this year.

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

INSTRUCTION: PLANNING

		Check	Time spent	
1.	make a job analysis for determination of instructional content in the course taught.	_____	_____	(40)
2.	develop a course of study.	_____	_____	(41)
3.	determine group and individual learning experiences for the unit based on individual differences of students.	_____	_____	(42)
4.	prepare a lesson plan.	_____	_____	(43)
5.	identify textbook, reference, and other instructional material.	_____	_____	(44)
6.	develop original instructional materials.	_____	_____	(45)

INSTRUCTION: EXECUTION

		Check	Time spent	
7.	conduct field trips.	_____	_____	(46)
8.	provide students with opportunities to become experienced in manipulative skills.	_____	_____	(47)
9.	teach lesson using conference technique.	_____	_____	(48)
10.	teach lesson by the project or job method.	_____	_____	(49)
11.	provide students with opportunities to apply new information while under supervision of instructor.	_____	_____	(50)
12.	obtain summary for a lesson.	_____	_____	(51)
13.	provide instruction so that students can progress at own rate of speed.	_____	_____	(52)
14.	teach a demonstration lesson.	_____	_____	(53)
15.	give a lecture.	_____	_____	(54)
16.	give an illustrated talk.	_____	_____	(55)

(Continued on next page.)

JOB INVENTORY

Secondary Vocational-Technical Instructor's Competency List

The task (competency) you perform now (✓)

In the "Time Spent" column, rate only those competencies you have checked (✓) in your present assignment.

1. Check (✓) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (✓) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (✓)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

✓ IF DONE NOW

Estimated time spent on competencies in your assignment this year.

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

INSTRUCTION: EVALUATION

17. establish criteria for evaluating student performance.	____	____	(56)
18. develop criterion test.	____	____	(57)
19. formulate a system of grading consistent with school policy.	____	____	(58)
20. appraise students' performance in relation to performance objectives.	____	____	(59)
21. evaluate student-learner's work qualities, personal traits, and progress on the job.	____	____	(60)
22. devise self-evaluation techniques for use by students.	____	____	(61)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

23. organize a steering committee to assist in the pre-planning activities of an occupational survey.	____	____	(62)
24. identify the geographical area in which an occupational survey will be conducted.	____	____	(63)
25. appoint and involve advisory committee in conducting an occupational survey.	____	____	(64)
26. collect occupational data from employers to identify occupational standards.	____	____	(65)
27. identify the role and function of the advisory committee.	____	____	(66)
28. plan the annual agenda to be considered by the advisory committee.	____	____	(67)
29. assist in the identification of the vocational education purposes and objectives for the school.	____	____	(68)
30. analyze occupations with assistance of employers and labor representatives.	____	____	(69)

(Continued on next page.)

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION (Continued)

31.	identify the competencies needed for entry into an occupation.	___	___	(70)
32.	assist in writing general objectives for courses offered in the vocational education program.	___	___	(71)
33.	write student performance goals for vocational education courses.	___	___	(72)
34.	maintain continual follow-up information on placement, employment, and training status of each graduate of the vocational program.	___	___	(73)
35.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members, and the board of education.	___	___	(74)

MANAGEMENT

36.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	___	___	(75)
37.	plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.	___	___	(76)
38.	prepare purchase request for approved vocational equipment and supplies.	___	___	(77)
39.	structure a filing system for records and report forms used in a vocational course.	___	___	(78)
40.	supply administrators with data for vocational reports required by the state department of education.	___	___	(79)
41.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	___	1 ___	(80) (6)
42.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	___	___	(7)
43.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	___	___	(8)
44.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	___	___	(9)
45.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	___	___	(10)
46.	arrange for the storage and security of vocational supplies and equipment.	___	___	(11)
47.	implement student "check-out" procedures for tools, supplies, and equipment used in the vocational laboratory.	___	___	(12)
48.	schedule laboratory equipment for maximum utilization by students.	___	___	(13)
49.	direct students in a system for cleaning and maintaining the vocational laboratory.	___	___	(14)
50.	arrange layout of vocational laboratory to simulate or duplicate occupational environment.	___	___	(15)

(Continued on next page.)

JOB INVENTORY

Secondary Vocational-Technical Instructor's Competency List

Page 4 of 7

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

√ IF DONE NOW

Estimated time spent on competencies in your assignment this year.

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

GUIDANCE

51.	determine students' background and environment.	____	____	(16)
52.	develop constructive working relationships among students.	____	____	(17)
53.	encourage students to discuss career aspirations.	____	____	(18)
54.	demonstrate a regard for and an interest in the students as individuals.	____	____	(19)
55.	interpret occupational tests and inventories to students.	____	____	(20)
56.	assist students in determining ways to best describe their saleable skills.	____	____	(21)
57.	work with other teachers and counselors to help students with individual problems.	____	____	(22)
58.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	____	____	(23)
59.	present information to students on employment opportunities.	____	____	(24)
60.	present information to students on post-high school training and educational opportunities available to them.	____	____	(25)
61.	assist students in securing and in filling out applications for jobs, scholarships, educational loans, or college admission.	____	____	(26)

SCHOOL - COMMUNITY RELATIONS

62.	provide displays in the school and in the community on the vocational program.	____	____	(27)
63.	direct student presentations describing activities of the vocational program.	____	____	(28)

(Continued on next page.)

SCHOOL - COMMUNITY RELATIONS (Continued)

64. conduct an open house to familiarize members of the school and community with activities of the vocational program. ______ ______ (29)

65. sponsor student-parent activities for the vocational program. ______ ______ (30)

66. maintain liaison with union officials and employers. ______ ______ (31)

67. conduct opinion surveys in the school and community concerning the vocational program. ______ ______ (32)

68. analyze enrollment trends to determine student and parent acceptance of the vocational program. ______ ______ (33)

69. obtain informal feedback on the vocational program through contacts with individuals in the school and community. ______ ______ (34)

70. obtain information from parents relative to their expectations of the vocational program. ______ ______ (35)

71. consult advisory committee to obtain information concerning their expectations of the vocational program. ______ ______ (36)

72. acquire information from members of the community power structure regarding their expectations of the vocational program. ______ ______ (37)

73. assist in planning the overall objectives of the total school program. ______ ______ (38)

STUDENT VOCATIONAL ORGANIZATION

74. obtain approval from school administration for establishing a student vocational organization. ______ ______ (39)

75. contact state leadership regarding the steps to be followed in organizing a student vocational organization. ______ ______ (40)

76. acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization. ______ ______ (41)

77. organize a student committee to assess the interest of students in joining a vocational organization. ______ ______ (42)

78. conduct an organizational meeting for a student vocational organization. ______ ______ (43)

79. coordinate student vocational organization activities with instructional activities. ______ ______ (44)

80. supervise the development of an annual handbook and scrapbook for the student vocational organization. ______ ______ (45)

81. maintain a file of publications available for the student vocational organization. ______ ______ (46)

82. maintain student vocational organization as integral part of the instructional vocational education program. ______ ______ (47)

83. serve as an advisor or judge for district, state, regional, or national student vocational organization contests. ______ ______ (48)

84. participate in state, district, regional, and national activities of the student vocational organization. ______ ______ (49)

(Continued on next page.)

The task (competency) you perform now (√)

In the "Time Spent" column, rate only those competencies you have checked (√) in your present assignment.

1. Check (√) only those competencies which you perform in your present assignment.
2. Do not rate any competencies until you have checked (√) each competency that you perform.
3. Use numbers "1" through "7" to indicate the amount of time you spent on each competency which you have checked. (√)

NOTE: If any task you perform is not listed, write it on the blank page at the end of the booklet.

Check

√

IF

DONE

NOW

Estimated time spent on competencies in your assignment this year.

1. Very much below average
2. Below average
3. Slightly below average
4. Average
5. Slightly above average
6. Above average
7. Very much above average

PROFESSIONAL ROLE AND DEVELOPMENT

85. identify current trends of the teaching profession. ______ ______ (50)

86. promote the attainment of the goals and objectives of the teaching profession. ______ ______ (51)

87. participate in experimental and other data collecting research activities. ______ ______ (52)

88. evaluate your personal and professional abilities and limitations. ______ ______ (53)

89. acquire new occupational skills needed to keep pace with technological advancement in your teaching field. ______ ______ (54)

90. supervise student teachers. ______ ______ (55)

COORDINATION

(To be completed by Teacher-Coordinators of Cooperative Training Programs)

91. establish criteria for selection of student-learners. ______ ______ (56)

92. provide prospective studnet-learners with resource materials on occupational opportunities to aid them in selecting a vocation. ______ ______ (57)

93. identify a prospective student-learner on basis of selection criteria and data. ______ ______ (58)

94. match a student-learner's unique characteristics with an appropriate training station. ______ ______ (59)

95. select student-learner training stations. ______ ______ (60)

96. arrange with a union to make contract provision for student-learners. ______ ______ (61)

97. establish criteria to evaluate and approve training stations. ______ ______ (62)

98. assess training capability of the prospective training station. ______ ______ (63)

(Continued on next page.)

COORDINATION (Continued)

99.	assess educational adequacy of a prospective training station's facilities and equipment.	______	______	(64)
100.	assess safety provision of facilities and equipment of the prospective training stations.	______	______	(65)
101.	develop systematic training plan and agreement.	______	______	(66)
102.	supervise student-learner's on-the-job experience.	______	______	(67)
103.	develop a training plan for student-learner with employer.	______	______	(68)
104.	sponsor employer/student-learner banquet for the vocational program.	______	______	(69)
105.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	______	______	(70)
	(The end.)		2	(80)

ADDITIONAL TASKS (COMPETENCIES) I PERFORM: